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Methods to Improve Cultural Communication Skills in Special Operations Forces

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13. ABSTRACT (Maximum 200 words) This report describes the development and application of methodologies to identify cultural communication skills training requirements for Special Forces. Cultures (187) of operational relevance were identified and grouped into ten regions. A "generic cultural communication skills template" was developed to provide a structured taxonomy of the cultural information domain and the basis for culture-specific templates. Three culture-specific templates were developed, each describing a culture and identifying culture-specific behaviors that were prioritized through focus groups of cultural informants and clustering analysis. Mission templates were developed that identified and organized the elements of two missions. The mission elements were weighted by subject-matter experts using paired comparisons and ranking. A crosswalk related each cultural behavior to each mission element for three pairs of cultures and missions (Arabs of West Asia/Foreign Internal Defense, Russian/Unconventional Warfare, Cuban/Foreign Internal Defense) to generate a "preliminary prioritization of cultural communication skill training requirements" for each pairing. The report also describes the development and delivery of two programs of instruction based on the methodologies. The methodologies should improve the commanders' and training managers' ability to determine training requirements and to develop training specifically linked to mission requirements.				
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METHODS TO IMPROVE CULTURAL COMMUNICATION SKILLS IN SPECIAL OPERATIONS FORCES

EXECUTIVE SUMMARY

Research Requirement:

Special Forces soldiers perform missions requiring them to teach, negotiate, guide, and lead people from different cultures. To succeed in such missions, Special Forces soldiers must possess an understanding of these cultures, and the cultural communication skills necessary to work effectively with host nation counterparts, coalition forces, and others whose cultures are different from our own. This research focused on developing methods for identifying and prioritizing cultural communication skills training requirements for specific cultures and Special Forces missions.

Procedure:

The project involved three major activities:

- Identify world cultures of operational relevance to the Special Forces (Task 1 of project).
- Develop a methodology to identify and prioritize cultural communication skills specific to a particular culture and a specific mission, and apply this methodology to three combinations of culture and mission (Tasks 2 and 3 of project).
- Design, develop, and deliver courseware addressing the methods developed during this project and for one culture/mission combination (Tasks 4, 5, and 6 of project).

Initially the project focused on identifying cultures that were operationally-relevant to the Special Forces. Based on a literature review and conferences with academic, diplomatic, and military subject-matter experts, an operational definition of culture was developed. Criteria were developed and applied to identify world cultures and grouped them into regions. Applying criteria of size, location, and impact on world events, cultures that are operationally relevant to the Special Forces were identified.

A generic culture template was then developed based upon literature review and conferences. The generic template provides a structured, topical taxonomy of the cultural information domain and notional behaviors that could be found in any culture — e.g., understand/recognize/react appropriately to religious activities, gestures, members of the opposite sex, authority, sense of private space, and greetings. Using the generic template as a starting point and additional literature review, culture-specific templates were developed for three cultures. The cultural behaviors included in the culture-specific templates were then prioritized using focus groups of cultural informants and cluster analyses.

Special Forces mission templates were developed to identify the elements of two Special Forces missions (foreign internal defense, or FID, and unconventional warfare, or UW). Each mission element was then weighted using Special Forces subject matter experts who ranked and made paired comparisons of the elements involved in each mission.

A crosswalk analysis identified the relationship of each behavior in the culture-specific templates to each element in the mission templates. The weights of the culture-specific behaviors and mission elements were combined, resulting in a prioritization of cultural communication skill training requirements.

Two courses were developed. One course, *Methods to Improve Cultural Communication Skills in Special Operations Forces*, presented an overview of this project's activities through application of the methodology to one culture and one mission. The second course, *Cultural Communication Skills Training for Special Forces Conducting a Foreign Internal Defense Mission in the Sultanate of Oman*, addressed cultural communication skills critical to the success of a FID mission conducted in Oman. Both courses were delivered at the U.S. Army John F. Kennedy Special Warfare Center and School.

Findings:

Culture was defined as the set of traditional behaviors acquired through transmission from one generation to another within a discrete segment of the human race, sharing a racial or ethnic identity, a geographic location, a specified period of time, or any combination thereof.

Using the definition and additional criteria, 839 distinct cultures were identified and grouped into 10 regions based on cultural linkages, history, and geography.

Applying additional criteria (size, location, and participation in world events) to determine operational relevance, 187 of the 839 cultures were identified as being operationally-relevant to Special Forces requirements.

The generic culture template in its final form describes any culture and contains 919 notional behaviors or skills. This document, essentially a structured outline, was used as the primary investigative tool and interview protocol for the development of culture-specific templates.

Using the generic template, three culture-specific templates with their weighted behavior lists were developed: Arabs of West Asia (448 behaviors), Russian (419 behaviors), and Cuban (455 behaviors). Using cluster analyses, behaviors were assigned unique values on a seven-point scale by cultural informants in facilitated focus group sessions.

Mission templates identified the key elements of the foreign internal defense and unconventional warfare missions. These elements were weighted using paired comparisons and ratings made by Special Forces subject-matter experts.

A crosswalk was accomplished by first linking the mission elements to topics in the generic template, assigning the values of those mission elements to the behaviors associated with the same topics in the culture-specific templates, and then combining the mission element and behavior weights for three culture/mission pairs: Arabs of West Asia/Foreign Internal Defense, Russian/Unconventional Warfare, and Cuban/Foreign Internal Defense. Tables showing the final rank-ordering became the lists of behaviors prioritized for training for those mission/culture combinations.

The Government required that two courses be developed and delivered: a four-hour course describing the project activities through the prioritization of behaviors for the Arabs of West Asia/Foreign Internal Defense pairing; and a six-hour course for Special Forces soldiers going to Oman using the results of the same pairing. The second course considered additional parameters specified by the Government: one Detachment A of soldiers unfamiliar with the culture; mission

duration would be six months; soldiers would live in civilian quarters and work during a normal Omani workweek; and their primary task would be to train the Royal Omani Police.

Utilization of Findings:

The information domain for any culture is voluminous and not expressed in behavioral terms. As such, this domain by itself is of little use in identifying and prioritizing cultural communication skills training requirements. The methods developed during this project represent a systematic procedure for performing cultural communication skills training needs assessments. Specifically, the methods facilitate the identification and prioritization of cultural communication skills training requirements, expressed in behavioral terms, that is sensitive to both the culture and the mission involved.

The products of this methodology enable Special Forces commanders and training managers to make informed decisions regarding what cultural communication skills should be taught. This enables precise instructions to be given to course developers and cultural subject-matter experts. As a result, distortions caused by the subjective bias and personal interests are avoided, the training is specifically linked to mission requirements, and maximum productive use is made of limited training time.

The methodology developed offers promise in other applications, such as integrating cultural communication skills training in language programs, structuring area studies and analytical efforts, evaluation of existing cultural skills training programs, and enhancing the success of private sector and Government personnel assigned overseas.

METHODS TO IMPROVE CULTURAL COMMUNICATION SKILLS IN SPECIAL OPERATIONS FORCES

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METHODS TO IMPROVE CULTURAL COMMUNICATION SKILLS IN SPECIAL OPERATIONS FORCES

I. INTRODUCTION

Members of the U.S. Army's Special Forces must be able to communicate with a variety of peoples belonging to other cultures, people whose values, motivations, and norms of behavior differ from those of typical Americans. They must be able to communicate effectively. Effective communication requires both understanding the basis for their own behavior and for the behavior of the target culture. To do this, the soldiers must be trained.

The task of dealing with this cross-cultural communications challenge is not easy. Behavioral science literature in the United States concentrates on American values, motivations, and behavioral norms. This literature then, generally addresses only one side of the equation.

Further, the literature concentrating on non-American cultures provides only a beginning. Instead of focusing on the operational dimensions — on practical relevance to very specific needs — this literature generally addresses the concept of culture as follows:

- Culture (with a "big C") — e.g., literature, history, and social organization.
- Culture (with a "little c") — e.g., holidays, sports, customs, and business practices.
- Cultural practices — the culture of the street and daily life.
- Cultural literacy — the shared history and iconography of a culture's mentality, a culture's *Weltanschauung*, or outlook on life.

The foregoing topics are based on the characteristics of the culture itself. As such, they ignore the issue of operational relevance, where the person to be trained may need appropriate and discretely-focused items selected from all four of the major topics.

As a result of the focus on the American culture on the one hand and the efforts to classify cultural aspects on the other hand, training regarding other cultures — especially training relevant to particular operational contexts — has yet to be addressed. While perhaps overstated, the following paradigm illustrates the approach to cultural training needs assessment (or analysis) that tends to be the norm:

- Cultural training *requirements* are notionally conceived and based on anecdotal evidence — with the anecdotal evidence generally being from the personal experience of the individual performing the needs assessment.
- Once the *need* for cultural training has been identified, the normal method of satisfying it is to hire a cultural expert, provide him or her a set amount of time, and hope that he or she somehow meets an inchoate need. As a result, what one cultural expert will provide to a particular audience will be very different from what another equally qualified cultural expert will provide to the same audience.

Training developed under the foregoing paradigm generally focuses on the superficial manifestations — such as the social structure of a culture — and the training content only casually

approaches a perceived need. More important, a systematic way of assessing the need and measuring to see if the need has been satisfied was not found in the literature.

Intensive language instruction is a partial, and often recommended, solution to this requirement. However, this approach has several weaknesses. First, different cultures can share the same language. For example, the cultural context of the French spoken in Cameroon is radically different from the cultural context of the French spoken in Algeria. Secondly, intensive language acquisition is difficult, aptitude-dependent for adults, and costly in terms of both time and resources. Finally, because the cultural component of the training is based on the subjective, anecdotal perceptions of the language teacher, the value of the cultural training remains questionable.

With the assistance of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and the Human Resources Research Organization (HumRRO), the U.S. Army John F. Kennedy Special Warfare Center and School (SWCS) commenced an effort to systematically define Special Forces requirements for cultural knowledge and skills. Results of the initial effort are contained in the analysis of critical incident data in HumRRO's report, *Job Analysis of Special Forces Jobs* (Russell, Crafts, Tagliareni, McCloy, & Barkley, 1994), and further developed in *A Review of Intercultural Communications Requirements for Special Forces Teams* (Russell, Crafts, & Brooks, 1995) and *Development of a Roadmap for Special Forces Selection and Classification Research* (Russell, Crafts, Peterson, Rohrback, Nee, & Mael, 1995).

This work provided a foundation for the work summarized in this report — the development of a *systematic* method of determining what cultural communication skills needed to be trained to perform specific Special Forces missions within specific cultures.

II. APPROACH

The approach to achieving the objectives of this project consisted of seven tasks:

Task 1: Identify cultures that are of operational relevance to Special Forces requirements.

Task 2: Develop a methodology to identify those cultural communication skills, or behaviors, that are required to perform a specific mission within a specific culture and apply this methodology to one specific Special Forces mission to be performed within one specific culture. Herein, the Government selected both the mission and the culture.

Task 3: Apply the same methodology to two additional missions to be performed within two additional cultures. Again, the Government selected both the missions and the cultures.

Task 4: Develop two courses of instruction, the first explaining the methodology and the second illustrating how those cultural communication skills identified as critical to a specific mission within a specific culture might be taught.

Task 5: Teach the two courses developed during Task 4.

Task 6: Evaluate the courses.

Task 7: Prepare and submit a technical report describing the project.

III. CULTURES

The objective of Task 1 of the project was to identify cultures that are of operational relevance to the Special Forces.

The following specific requirements were required to achieve the Task 1 objectives:

- Define culture.
- Develop criteria for identifying world cultures.
- Identify world cultures.
- Develop criteria for identifying world cultures that are operationally-relevant to the Special Forces.
- Identify cultures of relevance to Special Forces operational requirements.

Define Culture

The development of an operational definition of culture began with a literature review of:

- The *Human Relations Area Files* and related publications produced by Human Relations Area Files (HRAF), Inc. The *Human Relations Area Files* is an extensive collection of materials with data existing in text and in electronic formats. HRAF publications include *The Outline of Cultural Materials* (Murdock, 1971) and *Outline of World Cultures* (Murdock, 1972).
- The *Background Notes* produced by the U.S. Department of State.
- The *Culturegram* series produced by the David M. Kennedy Center for International Studies, Brigham Young University (Skabelund & Sims, 1996).
- Standard encyclopedia and gazetteers.

It proved impossible to find a single, comprehensive definition of culture suitable for use in an operational context based on this initial literature review. It proved equally impossible to find a useful culture classification scheme from among those in the literature. It became apparent that the development of both were necessary project objectives.

To ensure a sound basis both for a new definition and for a new classification scheme, the literature review was broadened. It transpired that much detailed anthropological and lexicographical work has been done in languages other than English, German and Russian literature proving most fruitful. This review ultimately resulted in a working draft of an annotated bibliography of cultural references that identified 332 sources written in seven languages. Of particular value were comments by Margaret Mead (1961), discussions in Kroeber and Kluckhohn (1963) which assembled some 164 definitions, Fairchild (1968), Freilich (1972), Geertz (1973), Goodenough (1981), Lloyd (1988), Hall (1989), and Durham (1991).

From this review, core elements were extracted, leading to the following operational definition of culture (note that embedded in this definition is the concept that culture is *learned*):

Culture is the set of traditional behaviors acquired through transmission from one generation to another within a discrete segment of the human race, sharing a racial or ethnic identity, a geographic location, a specified period of time, or any combination thereof.

Identify World Cultures

Having defined culture, it was necessary to develop a set of criteria to differentiate between cultures. These criteria would then be used to identify world cultures. Specifically, the individual cultures, nationalities, ethnic groups, and linguistic groups previously identified would individually be assessed against the definition and the set of criteria to determine their distinctness and uniqueness.

As noted previously, it initially seemed that a review of the literature would quickly provide a classification scheme that was both comprehensive and useful in an operational context. This did not prove to be the case. For example, Murdock (1981) used the following six criteria to classify cultural groups:

- Geographic location.
- Identification in the social science literature as a distinct group.
- Distinct language.
- Shared traditions, religion, folklore, or values.
- Maintenance of group identity in the face of strong assimilative pressures.
- Previous listing in an inventory of the world's cultures.

Two of the criteria above — *identification in the social science literature* and *previous listing in an inventory of the world's cultures* — were not very useful. For example, both the Meo and the Miao are identified in the social science literature as distinct cultures, the former identified by anthropologists approaching the culture from Southeast Asia and the latter identified by anthropologists approaching the same culture from China. Yet the Meo and the Miao are the same people. Similarly, the *maintenance of group identity* can occur within ethnic groups that are subsets of larger cultures.

On the other hand, once sufficient sets of criteria were examined, it became obvious that there was a fairly high level of consistency regarding individual criteria. For example, language, traditions, religion, and folklore were included in virtually all sets of criteria. These criteria were identified and consolidated into a single listing. Each criterion was then reviewed, resulting in deletions, additions, and modifications. The final criteria focused on two principal organizing elements: *psychological profile* (a unique set of attitudes) and *shared history* (a unique set of how those attitudes are expressed and the experiences arising therefrom, as well as the experiences imposed from outside the culture). This classification scheme is far broader and more detailed than normally used for classification of cultures. Furthermore, it proved both useful and flexible because, as long as it met most of the criteria, a culture could still rank as unique and distinct even though it failed to meet one or more specific criteria.

Within the broad sets of psychological profile and shared history, the full set of criteria used to identify distinct cultures is as follows:

Psychological Profile

(a unique set of attitudes)

- Values — attitudes toward:
 - Ethics
 - Morality
 - Money, wealth, and property
 - Religious customs
 - Time
 - Concept
 - Clock/calendar time
 - Importance
 - Relativity
 - Historical time
 - Culture-initiated history (from internal development)
 - Imposed history (from subjugation to dominant cultures)
 - Interpersonal relationships
 - How genders relate to each other
 - How generations relate to each other
 - The role interpersonal space plays
 - Psycholinguistic behaviors
 - Turn-taking behaviors
 - Negotiation of meaning behaviors
 - Initiation of conversation behaviors
 - Person-society relationships
 - Attitudes toward legal system
 - Attitudes toward authority
 - Responsibilities of authority
 - Importance of order and structure
 - Duties vs. rights
- Motivations — issues most important in forming opinions/taking actions:
 - The relative importance of the group
 - Importance of the larger group: clan, tribe, social circle, polity
 - Importance of the extended/nuclear family
 - Importance and role of the individual
 - Response to the legal system
 - Response to authority
 - Response to the concept of authority
 - Educational philosophy
 - Self-perception of culture as unique
 - Means of conflict resolution
 - Political customs and beliefs

Shared history

(a unique set of how those attitudes are expressed and the experiences arising therefrom, as well as the experiences imposed from outside the culture)

- The arts
 - Mythology
 - Applied arts
 - Architectural tradition
 - Literary tradition
 - Musical tradition

- Historical tradition
- Culinary tradition
- Social structures
 - Class structure
 - Economic structure
 - Agriculture
 - Subsistence technology
 - Information & service technology
 - Industry
 - Property system
- The polity
 - Political structures
 - Durative (arising from within the culture itself)
 - Temporary (imposed from outside the culture)
 - Legal system
 - Laws
 - Manner in which laws are enforced
 - Process for legal change (development, amendment of laws)
 - Political cohesion
 - Patriotism
- Power structure
- Linguistic characteristics
 - Linguistic history
 - Language(s) used

These criteria represent a departure from what is commonly found in the literature. As can be seen, the linguistic element — upon which most of the anthropological literature focuses — forms only a small (albeit important) aspect of the whole. Similarly, the ethnic, racial and national components play smaller roles in identifying specific cultures.

Applying the definition and the set of criteria described above, 839 distinct and unique cultures were identified (see Appendix A). There is no claim that this is a comprehensive list of all possible cultures that conform to the definition and the established criteria. Instead, the assertions are made that:

- Each of the 839 cultures identified conform to the definition and the criteria.
- Further analysis would have focused on groups comprising no more than 100,000 people, i.e., the identification process would have gone beyond a point of diminishing returns.

Building upon the definition of culture, the criteria with which to identify distinct cultures, and the 839 cultures identified in the preceding phase, attention turned to developing a logical method for grouping cultures into larger sets or regions. The Government specified that the grouping scheme should consider, but not be bound by, the geopolitical division of the world used by the Joint Chiefs of Staff (JCS) to assign responsibilities to the Unified and Specified Commands.

With discrete cultures identified, patterns were sought that would enable identification of logical cultural regions. Again, the literature was of little value. Most sources, to include the HRAF and the *Culturegrams*, organize cultures by the political boundaries extant at the time the organization was done. This approach was rejected because, in all too many instances, political boundaries and cultural boundaries are not congruent. The Kurds, located in modern Turkey, Iraq, and Iran, provide an excellent example — and an example that, based on the immediate past,

is operationally-relevant. Similarly, the JCS division of the world was rejected because this is based on political entities and on geographic relativity. It ignores cultural relationships. For example, Haiti and Francophone Africa fall within the jurisdictions of different major commands. Yet, failing experts in Haiti, specialists in Francophone Africa likely can be taught the idiosyncrasies of Haitian culture more quickly than can specialists in Latin America.

Preliminary leads were provided by Murdock (1981). Another useful notional method of organizing world cultures proved to be that developed by *Trade and Culture Magazine* (e.g., Field, 1996) which organizes the world into 22 trade zones, based on trading patterns, cultural links, religion, history, politics, and geography.

The 839 cultures were grouped into cultural regions defined by a combination of cultural linkages, history, and geography. While not discounting politics and geography, the greatest emphasis was ultimately placed on the relationships of cultures with each other. In most instances where a choice had to be made between cultural linkages and geographical location, cultural linkages prevailed. Consequently, not all cultural regions are geographically cohesive. More important, and of potential impact to operational requirements, some geographical locations demonstrably have multiple cultures. Identifying these overlays illuminates the complications that may accompany operations in such locations.

Finally, research led to the creation of a category of *hybrid cultures* — for which the following definition was developed:

A hybrid culture is one in which two or more cultures have intermixed through marriage and/or co-location to the extent that no component is fully identifiable with its mother culture. The hybrid culture forms a new psychological profile and shared history with elements from each mother culture as well as new elements that develop through the intermix.

The 839 cultures previously identified were then placed into ten regions:

- **Circum-mediterranean:** Cultures located on, or with their roots deriving from, the littoral of the Mediterranean Sea. Significant cultures geographically located in Central and South America but stemming from the Mediterranean region are included. The region contains 55 distinct cultures.
- **Continental Eurasian:** Non-Mediterranean cultures located on, or with their roots deriving from the European continent south of the Arctic Circle. Also included are those significant cultures elsewhere in the world that derive from the Continental Euro-Asian land mass. The region contains 107 distinct cultures.
- **African:** Non-Mediterranean cultures located on the African continent, generally south of the Sahara Desert. The region contains 129 distinct cultures.
- **Central Asian:** Cultures located on, or with their roots deriving from the Central Asian land mass. They generally are those cultures with Turkic, Persian, or Mongol roots. Most also have heavy Islamic influences. The region contains 42 distinct cultures.
- **East Asian:** Cultures in East Asia that generally have Chinese or non-Turkish Altaic roots. It contains 27 distinct cultures. (Note: China forms an interesting example of overlapping cultural regions; most of its minorities are members of cultures falling within the Central Asian and Indo-Asian Regions while Chinese culture itself heavily overlays the Oceanian Region.)

- Indo-Asian: Cultures located on, or with their roots deriving from Tibet, from South Asia, and from Southeast Asia. They are marked by Buddhist, Hindu, and/or Islamic influences. The region contains 54 distinct cultures.
- American: Amerindian cultures; cultures with Asiatic roots that have evolved independently in a variety of directions, resulting in 256 distinct cultures.
- Circumpolar: This region recognizes the development of cultures from a variety of ethnic and racial stocks apparently evolving along similar lines as a result of encountering a common environment, generally north of the Arctic Circle. A total of 40 distinct cultures was identified within this region.
- Oceanian: Seafaring and trading cultures of the Southeast Asian coast and the Pacific islands — a total of 118 distinct cultures.
- Hybrid Cultures: As will be noted by their geographic locations, many of these cultures appear to be the historic result of mass migration (forced or voluntary) for the purpose of plantation agriculture (Africans and Indians in the Caribbean, Indians in the Pacific, etc.). A total of 11 separate hybrid cultures was identified.

Appendix B contains maps showing each of the cultural regions.

Operational Relevance

Building upon previous work, the objective of this activity was to identify those cultures of operational relevance to the Special Forces.

Various government documents were reviewed to examine Special Forces capabilities, missions, functions, and historical use. These included *Doctrine for Army Special Operations Forces (FM 100-25)* (Department of the Army, 1991), the *Joint Special Operations Awareness Program (JSOAP) Reference Manual* (Kapos Associates, 1994), *Special Operations and International Studies: Political-Military Analysis Handbook* (USJFKSWCS, 1990) and *Planning in the Special Forces Operational Detachment Alpha* (Morrison, Smith, Sticha, & Brooks, 1994). Similarly, standard texts on strategy and geopolitics such as Cline (1975) were reviewed.

Three criteria that could contribute to a culture's operational relevance to the Special Forces were identified. These criteria were:

- Size: Independent of location or participation, a culture that is of sufficient size to make an impact on regional or global affairs. Cultures composed of less than a million people were generally eliminated.
- Location: Independent of size or participation, a culture that is located at or controls a strategically significant site (mineral resources, straits, passes, political boundaries, etc.).
- Participation: Independent of size or location, a culture is in the recent (post-1945) historical record as playing a political and/or military role in the affairs of its region.

Once determined to be unique, a culture assumed operational relevance if it met any of the criteria regarding size, location, or participation. The three final criteria were applied to data concerning all 839 distinct cultures to identify those of operational relevance. Apart from the

pass/fail determination of operational relevance, no effort was made to prioritize the cultures with each other — partly because such a ranking will change frequently. Nevertheless, even though the relative priority may be dynamic, the culture's operational relevance should remain constant.

Applying the three relevance criteria, 187 cultures were determined operationally-relevant to Special Forces requirements (see Appendix C):

- Circum-mediterranean: 22 of the 55 cultures.
- Continental Eurasian: 57 of the 107 cultures.
- African: 36 of the 129 cultures.
- Central Asian: 20 of the 42 cultures.
- East Asian: 11 of the 27 cultures.
- Indo-Asian: 22 of the 54 cultures.
- American: 4 of the 256 cultures.
- Circumpolar: None of the 40 cultures within this region were determined to be of operational relevance to Special Forces requirements.
- Oceanic: 13 of the 118 cultures.
- Hybrid Cultures: 9 of the 11 cultures.

IV. IDENTIFY AND PRIORITIZE CULTURAL SKILLS

Task 2 of the project was to develop a methodology to identify and prioritize cultural communication behaviors required to perform specific missions within specific cultures and apply this methodology to a Special Forces mission to be performed within a culture. Foreign internal defense (FID) was selected as the mission and Arabs of West Asia as the culture.

Task 3 of the project was to refine the methodology by applying it to two additional missions to be performed within two additional cultures. The Government selected an unconventional warfare (UW) mission to be performed within the Russian culture and a foreign internal defense mission to be performed within the Cuban culture.

The methodology used was the development and application of the Cultural Communication Skills Template concept. This methodology begins with hierarchically-structured outlines intended to encompass the complete information domains (all possible information) that could pertain to individual cultures and missions. The templates are deliberately structured to distill and organize these information domains to provide logical links to specific cultural communication behaviors and specific mission elements.

Achieving the outcomes of both tasks within this concept involved the development of: a *generic cultural communication skills template* that could be used to describe any culture and that identified notional behaviors; *culture-specific cultural communication skills templates* to describe specific cultures and identify culture-specific behaviors; *mission templates* to identify mission elements; *weighting methods* to assign values to cultural behaviors and mission elements; and *crosswalks* to link mission elements to cultural topics and to merge cultural behavior and mission element weightings to create values that could be used to rank-order cultural communication skills training requirements.

Generic Cultural Communication Skills Template

The objective of this step was to develop a master or generic culture template that could be applied to any of the 839 distinct cultures identified during Task 1. The generic template represents a taxonomy for organizing the information domain of *any* culture. It is essentially a structured outline with headings designed to cover all possible information that could pertain to any culture with the objective of providing sufficient detail in a logical format to enable identification of notional communication behaviors. Development of the generic template required:

- Reviewing the literature, with an emphasis on the organizing principles employed by cultural anthropologists.
- Modifying the organizing principles by adding criteria developed in Task 1.
- Developing drafts for internal review.
- Organizing a working conference attended by experts in the field.
- Reviewing and modifying the drafts based on further literature review and on inputs by cultural experts.
- Making periodic judgments regarding the utility of the template as a method for developing lists of behaviors.

- Applying the generic template to the development of culture-specific templates.
- Revision based on insights gained from using the template.

Cultural communication behaviors were defined as:

Acts that can carry positive emotional value within a culture if done correctly or negative emotional value within a culture if done incorrectly; and skills needed to survive and operate within a culture.

To identify notional communication skills or behaviors, attention was initially focused on the sets of criteria — psychological profile and shared history — developed during Task 1 to identify distinct cultures. These criteria, as shown below, formed the basis for the first sets of template topics:

I. Cultural Core/Psychological Profile/Human Factors

- A. Cultural values
- B. Relationships
- C. Motivations

II. The Culture's Shared History

- A. Historical tradition
- B. Social structures
- C. Manners/protocol
- D. Linguistic characteristics
- E. The arts
- F. Science and technology
- G. Culinary tradition
- H. Recreation and leisure
- I. Sports
- J. Vice
- K. Hygiene
- L. Ethnic or minority groups

Each of the topics noted above was expanded, creating logical subtopics to narrow the focus to a level of detail that enabled specific communication or behaviors to be identified. As noted above, these communication behaviors were identified by examining a specific topic area of the template and responding to two questions:

- Is there a behavior associated with the topic that could carry emotional value if done correctly or incorrectly?
- Is there a behavior associated with the topic that could be needed for survival (operating in the culture) — or that would make survival easier?

Although the thrust of this project was to focus on culture, it is impossible to avoid dealing with topics driven by the interaction of culture with nationality and geographic location. Consequently, a third major category was developed to accommodate these national and regional considerations:

III. National/Regional Considerations

- A. Geography
- B. The polity — relationship between the cultural and political organizations
- C. Legal system
- D. Military Institutions
- E. Economic structure
- F. Finance
- G. Buying/leasing/selling goods and services
- H. Housing
- I. Health
- J. Communications
- K. Transportation
- L. Educational system

The then-current working draft of the generic culture template was presented to a panel of experts for their review (see Appendix D for the conference report). The experts confirmed the concept and suggested detailed revisions to the template's organization. Of equal value, they added topics for consideration and identified additional generic behaviors. In addition, while confirming the generic template's value as a training needs assessment tool, the experts found its applicability considerably broader than originally envisaged, e.g., use as an interview protocol or as a tool for strategic analysis.

Experts at the conference stressed that gender differences, differences between rural and urban outlooks, and differences between civil and military outlooks can modify the basic behavioral patterns within a given culture. One suggestion to accommodate such differences would be to use modern computer technology to develop a multi-dimensional version of the template. While this suggestion had genuine merit, the resources, time, and cost that would be involved lay far outside the scope of this project. Recognizing, however, that the template should be able to accommodate such distinctions, the following footer was placed in the template:

In each case consider: Both acceptable and unacceptable behavior; gender differences; differences between urban and rural segments of the culture; differences between civil and military segments of the culture; sources of tension within the culture regarding the issue; latitude/tolerance provided by members of the culture to non-members

Following the conference, the working draft of the generic culture template was refined by incorporating the experts' recommendations and adding information gleaned from continued literature review. The working draft was submitted to the Government at the end of Task 2 and was used to develop culture-specific templates of the Russian and Cuban cultures in Task 3. Of particular value in Task 3 were the comments of the additional outside cultural experts as they applied the generic template to their culture or area of expertise. Their insights led to further refinement of the generic culture template. The refinements improved the generic template's descriptive utility and more clearly linked the notional behaviors to the template topics.

The *Cultural Communication Skills Template: Generic* was submitted to the Government during Task 5.¹ This template covers the possible information domain of any culture and identifies 919 notional behaviors. In general, the notional behaviors are linked to the fourth level of the template (except where a fourth level does not exist). A description of the template and elements of the templating process is contained in the template's preface (see Appendix E).

¹ See Wise, J. C., Leaver, B. L., Franke, E., & Kozumplik, P. (1997). *Cultural Communication Skills Template: Generic*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

Arabs of West Asia Cultural Communication Skills

Template Development

Using the generic template as a starting point, a culture-specific template that describes the Arabs of West Asia culture and pertinent behaviors was developed through:

- Further literature review, focusing on the Arabs of West Asia culture, with emphasis on the organizing principles contained in the generic template.
- Developing draft iterations of the culture-specific template for internal review and for review by outside experts from various disciplines.
- Organizing and conducting a conference attended by cultural experts.
- Reviewing and modifying the drafts based on inputs by cultural experts and cultural informants.
- Final review by an expert on Arab culture and final modification based on the comments provided by the expert.

Relevant literature pertaining to the Arabs of West Asia culture was reviewed (see Appendix F). The review resurfaced an issue originally raised during the identification of unique cultures — do the Arabs of West Asia represent one culture or is the culture of the Levantine Arabs substantively different from that of the Gulf Arabs? It was confirmed that the Gulf Arabs represent a conservative/traditional manifestation and the Levantine Arabs represent a cosmopolitan/modern manifestation of the same culture.

A draft Arabs of West Asia culture template that included a preliminary list of behaviors was developed and presented to a panel of experts at the conference for their review and input. During the conference (again see Appendix D for the conference report), the experts confirmed the culture's scope, provided editorial and substantive comments regarding the accuracy of the template in describing the culture, identified behaviors to add to the template, and modified proposed criteria for assessing the importance of those behaviors. The discussions also led to consideration of the various regional subsets of the culture and developed overall themes regarding the culture.

Following the conference, the Arabs of West Asia culture template was refined by incorporating the recommendations submitted by the experts and adding information gleaned from continued literature review. A qualified Arabist then reviewed the draft and made final recommendations. A *Cultural Communication Skills Template: Arabs of West Asia* was produced and presented to the Government at the end of Task 2.²

Of note are some structural differences between the generic template and the Arabs of West Asia template. In general, if a behavior from the generic template was not verified by review of the literature or by a culture informant, it does not appear in the Arabs of West Asia template. Furthermore, in this instance, a country was not specified by the Government. Because specific behaviors could not be associated with some topics, significant portions of Part III (National/Regional Considerations) in the generic culture template do not appear in the Arabs of

² See Franke, E., Leaver, B. L., Wise, J. C., & Kozumplik, P. (1996). *Cultural Communication Skills Template: Arabs of West Asia*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

West Asia culture template. To maintain consistency and to facilitate comparison with other templates to be developed, the numbering system of the generic culture template was retained.

The *Cultural Communication Skills Template: Arabs of West Asia* identifies 448 discrete behaviors. It must be emphasized that no consideration was ever given to possible missions during the development of this template. As a result, the product pertains only to one culture but it is of equal validity to all possible missions.

Prioritizing Arabs of West Asia Cultural Behaviors

The objective of this activity was to prioritize the behaviors identified in the *Cultural Communication Skills Template: Arabs of West Asia* in accordance with their relative importance within that culture. All behaviors contained in the template were prioritized using cluster analysis and cultural informants, who participated in three sequential focus groups.

Twelve cultural informants participated in the first (Phase I) focus group, ten of the original twelve participated in the second (Phase II) focus group, and five of those participating in the second focus group participated in the third (Phase III) focus group.

With two exceptions, the cultural informants were mature native Arabs born and raised in the culture who simultaneously were experienced teachers — teaching Arabic to speakers of American English or teaching English to speakers of Arabic. In all cases, their residency in a metropolitan area gave them experience in dealing with American culture. Furthermore, the process of language teaching necessarily involves teaching culture because many words, or even concepts, do not translate verbatim. As a result, all of the cultural informants were accustomed to examining their own culture to a greater degree than is typical.

Phase I

Each cultural informant was provided with an explanation of the purposes and objectives of the focus group and a demographic data form to provide background information concerning their expertise. Each was also provided the draft *Cultural Communication Skills Template: Arabs of West Asia*, an explanation of the rating scale, and a rating form.

Cultural informants were asked to review the topical context for each of the 448 behaviors contained in the draft *Cultural Communication Skills Template: Arabs of West Asia* to determine an appropriate rating for each based on a seven-point Likert scale, and to record their individual assessments on their rating forms (see Appendix G for copies of instructions given to focus group participants). The focus group facilitator emphasized that this was to be an individual exercise; that collaboration was not acceptable. The cultural informants immediately noted that the degree of cultural reaction to specific behaviors could vary widely by subregion and by country. The facilitator agreed and instructed them to consider the worst case in each instance.

Cluster analysis and descriptive statistics were performed using these ratings. At the end of the first phase, a large number of the behaviors had the same mean rankings. These were placed into 20 clusters, which served as the basis for the Phase II focus groups.

Phase II

In the Phase II focus groups, ten of the original twelve cultural informants assessed the 448 behaviors in terms of the 20 clusters resulting from the analysis performed during Phase I. They used the same scenario (see Appendix G) and were instructed to work independently.

The seven-point scale used in this phase was designed to force the cultural informants to compare individual behaviors to the other behaviors contained in the same cluster. The scale had anchors only at the extreme points, in which "1" represented *less impact than other behaviors in the cluster*, and "7" represented *more impact than other behaviors in the cluster*. Furthermore, the cultural informants were required to make forced choices. Thus, if a cluster contained 28 behaviors, participants were instructed to assign each of the seven scale points to four distinct behaviors. Similarly, if a cluster contained nine behaviors, participants were required to assign each of the seven scale points to at least one behavior. In this example, any of the seven scale points could be assigned to the two remaining behaviors.

Following the second focus group, cluster analyses were performed and 76 clusters of behaviors were identified and addressed in Phase III.

Phase III

Five of the cultural informants participating in the Phase II focus group participated in the Phase III focus group. The protocol remained the same as that used in the preceding workshops. This time, ranking the behaviors that remained in each cluster was to be effected by discussion and consensus.

Moving through each of the 76 clusters of behaviors, the consensus discussion focused on rank-ordering the tied behaviors within each cluster. When consensus was reached, the behaviors within the cluster were rank-ordered. When consensus could not be reached, the majority opinion determined the final ratings.

Analysis of the Phase III data generated discrete weights for each of the 448 specific behaviors contained in the *Cultural Communication Skills Template: Arabs of West Asia* from which a prioritized list was produced (see Appendix H).

Russian Cultural Communication Skills

Template Development

The objective and methodology employed to develop the Russian culture template were the same as those used to develop the Arabs of West Asia culture template.

Using the generic culture template as a starting point, a draft Russian culture template was developed based on a review of the literature (see Appendix I). This draft was presented at a workshop to a group of Russian and American scholars of Russian culture with recent first-hand experience observing changes in Russian culture. Following their input regarding content and behaviors the draft was further refined and then presented to an expert on Russian culture for final review. The Russian culture template was revised based on comments received and a final version of the *Cultural Communication Skills Template: Russian* was presented to the Government at the completion of Task 3.³

As with the Arabs of West Asia culture template, there are structural differences between the generic culture template and the Russian culture template. In general, if a topic or behavior from the generic template was not verified by literature review or by a culture informant, it does not

³ See Franke, E., Leaver, B. L., Kozumplik, P., & Wise, J.C. (1996). *Cultural Communication Skills Template: Russian*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

appear in the Russian template. However, to maintain consistency and to facilitate comparison with the other templates, the numbering system of the generic culture template was retained.

The *Cultural Communication Skills Template: Russian* identifies 419 discrete behaviors. Again, no consideration was ever given to possible missions during the development of this template. As a result, although the product pertains to one culture, it is equally valid to all possible missions.

Prioritizing Russian Cultural Behaviors

The objective of this activity was to prioritize the behaviors identified in the *Cultural Communication Skills Template: Russian* in accordance with their relative importance within that culture.

The behavior weighting process for the Russian culture was identical to that described for the Arabs of West Asia culture. A group of cultural informants — well-educated, relatively-recent emigres from Russia — was assembled. Following a protocol identical to that used in weighting Arabs of West Asia behaviors (see Appendix G), three sequential focus groups were conducted. Fifteen cultural informants participated in the first group, ten of those fifteen in the second group, and five of the ten from in the second group participated in the third group.

As a result of the focus groups, discrete weights were generated for each of the 419 specific behaviors contained in the *Cultural Communication Skills Template: Russian* and a prioritized list was produced (see Appendix J).

There are two major differences between the Russian and the Arabs of West Asia templates. First, as was also the case with Cuba, the culture was closely identified with a specific nation-state. Consequently, it was necessary to expand considerably the information and behaviors included in Part III. The separation of nationality or country-driven information and behaviors was considered a strength of the templating process.

Second, as noted in the text of the template, it must be noted that not only is the Russian nation in transformation, Russian culture may also be changing. All of the experts consulted urged caution and close attention to the change process and many were skeptical of the proposition that the Russians would return to some vaguely defined pre-communist cultural roots. Most observers of Russian culture expected it to continue to evolve rapidly in new directions and none was confident of predicting the future course of change.

Cuban Cultural Communication Skills

Template Development

The objective and methodology employed to develop the Cuban culture template were the same as those used to develop the Arabs of West Asia and Russian culture templates.

Again using the generic culture template as a starting point, a draft Cuban culture template was developed based on additional literature reviews (see Appendix K). This draft was presented to a group of Cuban and American scholars with recent first-hand experience observing the changes in Cuba. The draft Cuban template was revised based on their input, reviewed by a final

expert, and revised again. The final *Cultural Communication Skills Template: Cuban* was delivered to the Government at the end of Task 3.⁴

As with the Arabs of West Asia and Russian culture templates, there are structural differences between the generic culture template and the Cuban culture template. In general, if a topic or behavior from the generic template was not verified by review of the literature or by a cultural informant, it does not appear in the Cuban template. However, to maintain consistency and to facilitate comparison with the other templates, the numbering system of the generic culture template was retained.

The *Cultural Communication Skills Template: Cuban* identifies 455 discrete behaviors. Again, no consideration was ever given to possible missions during the development of this template. As a result, the product pertains only to one culture but it is of equal validity to all possible missions.

Prioritizing Cuban Cultural Behaviors

The objective of this phase was to prioritize the behaviors identified in the *Cultural Communication Skills Template: Cuban* in accordance with their relative importance within that culture.

All cultural behaviors contained in the draft *Cultural Communication Skills Template: Cuban* were prioritized by well-educated cultural informants participating in three facilitator-guided, sequential focus groups. The challenges of dealing with a culture under stress and relative paucity of direct access to the culture led to the addition of an additional criterion for the selection of cultural informants. This was the requirement that none of the informants could have left the culture more than two years prior to participation in the focus groups. As a consequence, translations of the templates, protocols and forms, and an interpreter, were available during the focus groups.

The behavior weighting process for the Cuban culture was identical to that described for the Russian culture. Again, three sequential focus groups were conducted. Fifteen cultural informants participated in the first focus group, ten of those fifteen in the second, and five of the ten participating in the second participated in the third focus group.

Phase I of the Cuban focus groups produced results that were an interesting variation from those obtained in Phase I of the Arabs of West Asia or Russian behavior focus groups. Virtually all of the initial Cuban ratings were clustered at the low end of the scale, whereas the Phase I results of the Arabs of West Asia and Russian ratings were more evenly distributed. This possibility was not anticipated so, fascinating as the results were, no supported conclusions could be drawn from this very skewed distribution.

It will be recalled that in Phase I, each informant was asked to rate each behavior on a scale from 1 to 7 (see Appendix G). At the end of the first phase of the behavior weighting for each culture, the mean score for each behavior was computed to prepare for Phase II. During the first phase of the Cuban rating, however, virtually all behaviors received a mean score of 3 or less. After considerable review, and upon careful consideration of the long-range purposes of the project, it was decided to exclude from further consideration any behaviors with a mean rating below 2 (little or no negative impact). The basis for this decision was simply that, in subsequent phases, the informants would be asked to discriminate between hundreds of behaviors that they had already determined have little or no impact on effective interaction with members of the culture.

⁴ See Kozumplik, P., Franke, E., & Wise, J. C. (1996). *Cultural Communication Skills Template: Cuban*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

After eliminating the low-rated behaviors, the focus group process proceeded through the second and third phases as before, assigning weights only to the 74 remaining behaviors.

This resulted in a prioritized listing of 74 behaviors from the 455 contained in the draft *Cultural Communication Skills Template: Cuban* (see Appendix L).

Several observations may be made regarding the Cuban culture template. As with the Russian culture, the Cuban culture is inextricably linked to a specific nation. To some extent this was anticipated in Task 1 of this project where several cultures (Cuban among them) were identified as *hybrid*, i.e., showing elements derived from several cultures merged to become a unique and distinct culture. However, a particular challenge relating to Cuba was describing the culture *as it is*, as opposed to the culture *as it is remembered* by the Cuban expatriate community (the primary source of scholars on Cuba). Furthermore, partly stemming from idiosyncrasies at the core of Cuban culture itself, any discussion of Cuba today quickly becomes intensely politicized.

Another challenge appears to be an aspect of communist social organizations worldwide. It appears that they tend to soften the intensity of underlying cultural features. Clearly Cuba as it exists today is quite dissimilar from the Cuba being remembered, and it is very likely to be quite different from the Cuba that will emerge after Fidel Castro Ruz passes from the scene.

Lastly, a simple-sounding set of phrases that surfaced during the Cuban conference have great resonance when considering Cuban culture:

- Cuba is an island: Cuba is *insular*, isolated, and somewhat unique.
- Cuba is a big island. There is variation on the island simply because of its size.
- Cuba is only 90 miles from the United States. Cuba has *always* interacted with the United States; there has been a constant interchange of people and ideas for all of our 300+ years of shared history.

Mission Templates

A mission template is a structured outline of the elements that constitute the mission. Mission templates are developed based on analysis of the doctrinal and training documents, and on the review and comments of subject-matter experts (SMEs).

Foreign Internal Defense

The objective of this activity was to identify the elements of the foreign internal defense mission. This involved the following steps:

- Reviewing the literature, with emphasis on the Government-furnished materials.
- Developing drafts for review by mission experts.
- Conducting a conference attended by experts in the field.
- Reviewing and modifying the drafts based on inputs by mission experts.

A review of literature provided by the Government related to the foreign internal defense mission was conducted. The literature reviewed included: *Training the Force (FM 25-100)* (Department of the Army, 1988b), *Doctrine for Army Special Operations Forces (FM 100-25)* (Department of the Army, 1991), *Job Analysis of Special Forces Jobs* (Russell et al., 1994), *Joint Special Operations Awareness Program (JSOAP) Reference Manual* (Kapos Associates, 1994), and *Standing Operating Procedures for Special Forces Operational Detachments in Unconventional Warfare (ST 31-187)* (USAJFKSWC, 1975). The key document proved to be *Mission Training Plan for the Special Forces Company: Foreign Internal Defense (ARTEP 31-807-33-MTP)* (Department of the Army, 1990).

From these documents, elements of the foreign internal defense mission were identified as *advise host-nation counterparts, train host-nation forces, and evaluate military effectiveness of host-nation forces.*

Recognizing that essential supporting activities must be performed within the culture to accomplish the mission activities, mission support elements of *command and control, security, and combat service support (or logistics)* were added.

The foregoing elements covered mission execution and the support of mission execution. However, in a typical foreign internal defense mission, soldiers do not spend all of their time performing the mission. As a result, cross-cultural misunderstandings can and do occur during non-duty time through activities not directly related to mission tasks. Furthermore, some activities, such as personal finance, recreation, and the ability to maintain links to family and friends at home, are essential for morale support. Accordingly, a *personnel support* element was added to the foreign internal defense mission template.

At the conference mentioned previously (see Appendix D), a separate working group composed of active and retired soldiers examined the draft foreign internal defense mission template and a notional composite template. These experts achieved consensus regarding the broad outline of the foreign internal defense mission template — to include the importance of the personnel support element. Even though off-duty time is not covered in any mission documentation, the experts confirmed the possibility and importance of cross-cultural communications challenges during non-duty time. The experts made other, minor recommendations that were incorporated into the template.

The outcome, the draft *Foreign Internal Defense Mission Template* (see Appendix M) contains seven mission elements, each with appropriate subelements.

Having identified them, it was necessary to weight each of the seven elements of the foreign internal defense mission.

Twenty-three members of the SWCS staff and faculty, including 3 majors, 3 captains, 4 chief warrant officers, 4 master sergeants, and 9 sergeants first class were recruited to accomplish mission element weighting. Each of these individuals was conversant with and experienced in performing foreign internal defense missions. They accomplished the weighting in a single, facilitated focus group.

Mission raters were provided with a brief explanation of the project and an explanation of the mission elements to be rated. Each then independently completed a two-part worksheet assessing the mission elements two different ways. Part 1 of the worksheet required the raters to make paired comparisons of each mission element while Part 2 asked the raters to rate the importance of the mission element on a seven-point scale in which "7" was most important and "1" was least important to mission success (see Appendix O). Two of the worksheets were incorrectly

completed and therefore discarded. Consequently, the analysis and final weightings were based on 21 assessments. The results are shown in the following tables:

Table 1 - Paired Comparisons (FID)

	Total	Mean	Median	SD	Max	Min
Adv/Assist	74	3.52	4	1.72	6	1
Train	99	4.71	5	1.14	6	2
Eval	57	2.71	3	1.61	5	0
C&C	52	2.47	3	1.23	5	0
Security	92	4.38	5	1.62	6	2
CSS	43	2.04	2	1.49	5	0
Pers Spt	24	1.14	1	1.10	3	0

Table 2 - Element ratings (FID)

	Total	Mean	Median	SD	Max	Min
Adv/Assist	123	5.85	6	1.23	7	3
Train	129	6.14	7	1.42	7	1
Eval	110	5.23	5	1.57	7	2
C&C	89	4.23	4	1.57	7	1
Security	125	5.95	7	1.35	7	3
CSS	96	4.57	4	1.53	7	2
Pers Spt	79	3.76	4	1.67	7	1

The correlation between the means of the paired comparisons and the element ratings was .94. The means of the paired comparisons scores were chosen as the mission weighting values because they were as reliable as the element rating scores and more finely discriminated the mission elements.

The final weightings prioritized the elements of the foreign internal defense mission as follows:

Train:	4.71
Security:	4.38
Advise and assist:	3.52
Evaluate:	2.71
Command and control	2.47
Combat service support	2.04
Personnel support:	1.14

The foreign internal defense mission elements weightings were crosswalked with the Arabs of West Asia culture in Task 2 and with the Cuban culture in Task 3.

Unconventional Warfare

With one exception, the methodology used to develop the foreign internal defense mission template was followed in the development of the unconventional warfare mission template — in lieu of a conference, a draft of the template was provided to the SWCS project officer for review.

Government-provided materials were reviewed and analyzed to identify the elements of an unconventional warfare mission. The sources included those cited previously with the addition of *Mission Training Plan for the Special Forces Company: Unconventional Warfare* (ARTEP 31-807-30-MTP) (Department of the Army, 1988a).

Analysis of the unconventional warfare mission proved more difficult than analysis of the foreign internal defense mission. Whereas the latter mission is relatively straightforward, the unconventional warfare mission is more complex. Similarly, although doctrinal publications concerning the foreign internal defense mission clearly defined the parameters of that mission, comparable clarity was lacking in documents describing the unconventional warfare mission. Indeed, no single document accurately describes all aspects of unconventional warfare mission requirements; the emphasis is almost entirely on guerrilla warfare, virtually ignoring those aspects of the mission pertaining to operations and support of the underground and auxiliary elements of an insurgent movement.

The major mission execution elements of the unconventional warfare mission were *advise and assist* and *train*. The *advise and assist* includes: organization (guerrilla, underground, and auxiliary), political-military integration (strategy, force development, deployment), operations, and operational support (recruitment, command and control, intelligence and security, logistics).

As was the case with the foreign internal defense mission, key aspects of mission support for the Special Forces themselves must be performed within the culture and can therefore drive requirements for cultural communication skills. Accordingly, mission support elements — *command, control, and communications, intelligence and security, logistics, and psychological operations support* — were added.

Because the members of Special Forces elements performing an unconventional warfare mission work with an insurgency rather than with an established government, the issue of interacting with members of the culture during off-duty time does not arise. Accordingly, it was determined that the personnel support aspects important to the foreign internal defense mission need not be considered in performing the unconventional warfare mission.

As noted above, the draft unconventional warfare template was provided to and approved by the SWCS project officer (see Appendix N for final template).

Having identified the six elements of the unconventional warfare mission, it was necessary to weight them.

Sixteen mission SMEs were recruited from the SWCS staff and faculty to rate the elements of the unconventional warfare mission. All were experienced Special Forces soldiers; they included 2 majors, 1 captain, 2 chief warrant officers, 1 sergeant major, 2 master sergeants, 7 sergeants first class, and 1 staff sergeant. All raters were thoroughly conversant with all aspects of the unconventional warfare mission as well as with the doctrinal and training publications associated with that mission. The six unconventional warfare mission elements were rated during a single, facilitated focus group.

During the unconventional warfare mission rating session, the raters were provided with a brief explanation of the project and the mission elements to be rated. Each then independently

completed a two-part worksheet assessing the mission elements two different ways. Part 1 of the worksheet required the raters to make paired comparisons of each mission element while Part 2 asked the raters to rate the importance of each mission element on a seven-point scale (in which 7 was most important and 1 was least important to mission success). Copies of the instructions and rating worksheets are attached as Appendix O. The analysis performed on the raters' assessments is shown in the following tables:

Table 3 - Paired Comparisons (UW)

	Total	Mean	Median	SD	Max	Min
Adv/Asst	66	4.12	4	0.88	5	2
Train	51	3.18	4	1.05	5	2
C3	23	1.43	2	0.90	3	1
I&S	58	3.62	4	1.45	5	0
Log	24	1.50	2	0.82	3	0
PSYOP	13	0.81	1	1.50	4	0

Table 4 - UW Element Ratings (UW)

	Total	Mean	Median	SD	Max	Min
Adv/Asst	105	6.56	7	0.89	7	4
Train	99	6.18	6.5	0.98	7	4
C3	66	4.12	4	1.95	7	2
I&S	96	6.00	6	1.21	7	3
Log	83	5.18	5	1.37	7	3
PSYOP	62	3.87	4	1.70	7	1

Again, the correlation between means of the paired comparisons and those of the element ratings was .94. As a result, the mean of the paired comparisons were chosen as the mission weighting values because they more finely discriminated the mission elements.

The final weightings prioritized the elements of the unconventional warfare mission:

Advise and assist:	4.12
Intelligence and Security:	3.62
Train:	3.18
Logistics:	1.50
Command, control, communications:	1.43
PSYOP:	0.81

The unconventional warfare mission element ratings were crosswalked with the Russian culture in Task 3.

Culture/Mission Crosswalk

Linking mission elements to the behaviors identified in the cultural templates was the next step in developing prioritized lists of cultural skills training requirements. During Task 2 a *composite template* was created to link behaviors pertaining to the Arabs of West Asia culture with the elements of the foreign internal defense mission (see Appendix P). The mechanics of constructing the composite template proved complex, cumbersome, time-consuming, and potentially confusing. During Task 3, *topic/mission element crosswalk worksheets* were developed to link cultural behaviors to mission elements. These topic/mission element crosswalk worksheets replaced the composite template and accomplished the same objective. At the same time, they provided a streamlined process more amenable to review and potential revisions.

Two distinct topic/mission element crosswalk worksheets were developed, one for the foreign internal defense mission and one for the unconventional warfare mission. Herein, the first four levels of the generic culture template's topic hierarchy were reproduced as the first column of each worksheet. The elements of the foreign internal defense mission headed the remaining columns of the first worksheet while the elements of the unconventional warfare mission headed the subsequent columns of the second worksheet.

The worksheets were used to determine the relevance of each generic culture topic to each mission element. This was a simple yes/no determination — either the topic was relevant to a mission element or it was not. If the topic was relevant, an "X" was placed in the cell where the cultural topic and the mission element intersected; if it was not, the cell was left blank.

Two topic/mission element crosswalk worksheets were produced, one identifying the relevance of generic cultural topics to elements of the foreign internal defense mission (see Appendix Q) and the other identifying the relevance of these topics to the unconventional warfare mission (see Appendix R). It should be noted that, since these worksheets link the mission elements to *generic* cultural topics, they can be used with any subsequently-developed culture-specific template.

When the topic/mission element crosswalk worksheets were completed, the results were matched to the behaviors associated with the topics in the appropriate culture-specific templates and the final tables were constructed. Mission element scores were adjusted to a metric in the range of 0 - 7 (the same range used in the behavior weightings). These scores were linked to the mission element "X's" in the table. Culture weights for the behaviors from Appendices H, J, and L were inserted into the tables. Finally, mission element weights were summed and combined with behavior weights.

For each of the three combinations of cultures and missions, the procedures described above generated a list of specific cultural behaviors, prioritized in terms of the mission to be performed within that culture (see Appendices S, T, and U).

In each case, the prioritization of cultural behaviors is sensitive to both the culture and a specific mission. Because specific cultural communication skills are identified and are then prioritized within the contexts of both culture and mission, Special Forces commanders and training managers can make informed decisions regarding what should be taught. This empowers commanders and training managers to be specific regarding the instructions they provide to courseware developers. As a result, distortions caused by the subjective bias and personal interests of the courseware developer (often a cultural subject-matter expert) are avoided and the training is directly focused on mission requirements.

Certain aspects of this methodology should be highlighted in the interest of further development of this approach. To reiterate, each mission template and its mission elements were linked to the cultural topics (fourth level or higher) of the generic template in the topic/mission element crosswalk worksheet prepared for that mission. This linkage was made without regard to a specific culture and should be constant across all cultures. Since the behaviors of the culture-specific templates are also linked to fourth or higher level topics, and since these topics are the same as those in the generic template, a direct association can be made between the linkage of mission elements to culture-specific behaviors. Once behavior weighting has been done for a culture, that culture's behaviors can be linked to any mission for which a topic/mission element crosswalk worksheet has been completed.

Mission weighting and culture weighting were given equivalent value in establishing the final prioritization. This was quite simply a judgment call since the relative importance of mission and culture had never before been investigated in a comprehensive manner. The appropriateness of this judgment is worthy of further investigation.

Training Development

Development of a preliminary prioritized list of cultural communication skills training requirements represented the last step of the templating process. The prioritized lists of behaviors resulting from the templating methodology are considered *preliminary* because they do not account for other factors that must be considered before final training requirements are established. Once a Special Forces unit commander or training manager is given a preliminary prioritized list of cultural communication skills training requirements, he should review it to assess two factors:

- The existing knowledge, skills, and abilities (KSAs) of the soldiers who will execute the mission. Factors to be considered would include prior experience with or exposure to the culture, prior cultural communication skills training, and ethnic or religious backgrounds and knowledge.
- Operational requirements and details not contained in generic mission descriptions. For example, while a foreign internal defense mission could include driving vehicles within the culture, specific mission constraints might forbid driving.

Based on his assessment of the foregoing factors, the Special Forces commander or training developer should delete cultural behaviors based on his soldiers' KSAs and those behaviors that do not apply to specific mission requirements. Although some behaviors would be deleted from consideration for training, *the relative prioritization of those remaining does not change.*

The Special Forces commander or training manager next must consider the available training time and the time it takes to train the behaviors. Beginning with the most important behavior, he should estimate the time required to train each behavior, continuing down the prioritized list until the available time for cultural communication skills training is exhausted. The behaviors that will be taught must then be clustered into logical groups, which in turn must be sequenced for instruction.

Although not all cultural communication skills will be taught, the complete process assures Special Forces commanders or training managers that the resulting training is focused on those behaviors that are most critical to the success of his mission. They thereby make most productive use of limited training time.

V. DEVELOP AND DELIVER COURSEWARE

The objective of Task 4 of the project was to develop two courses of instruction. The first was to explain the methodology used to identify and prioritize cultural communication skills (or behaviors) within the context of a specific culture and mission. The second course was to illustrate how a course teaching cultural behaviors identified as critical to a specific mission within a specific culture might be designed and taught. Task 5 was to teach the two courses developed.

Template Process Course

The Government required a four-hour course of instruction to be developed that described the work performed during Tasks 1 and 2 of the project, specifically:

- The process of identifying world cultures of operational relevance to Special Forces requirements.
- The methodology of identifying and prioritizing cultural communication skills pertaining to a specific culture in terms of a Special Forces mission to be performed within that culture.

The template process course was to be designed for a student population of training managers and course developers from the SWCS staff and faculty and was to include all pertinent materials.

Course strategy was prescribed by the Government: four instructional hours, lock-step, group-paced, instructor-dependent, paper-based materials. Given these constraints, courseware was developed in accordance with the U.S. Army's instructional systems development (ISD) process to address the following topics:

- Identifying world cultures relevant to Special Forces requirements.
- Developing the generic cultural communication skills template.
- Developing the Arabs of West Asia culture-specific template and weighting of the cultural behaviors identified.
- Developing the foreign internal defense mission template and the weighting of the mission elements identified.
- Prioritizing of cultural behaviors within the mission context.

The resulting courseware, entitled *Determining Cultural Communication Skills Training Requirements for Special Forces Personnel Conducting a Foreign Internal Defense Mission in Oman*, included a program of instruction (POI), instructor handbook (with a suggested script), overhead transparencies, and student handouts.⁵

⁵ See Hannaman, D. L. (1997). *Determining Cultural Communication Skills Training Requirements for Special Forces Personnel Conducting a Foreign Internal Defense Mission in Oman*. (1997). Misenheimer, NC: North Carolina Center for World Languages & Cultures.

Cultural Communication Skills Course

The Government required a six-hour course of instruction be designed and developed to illustrate how the cultural communication skills identified and prioritized through the templating process might be taught.

The mission scenario upon which this course was to be based involved an A Detachment deploying to the Sultanate of Oman to train the Royal Omani Police. This mission was to be six months in duration, performed during the course of the normal Omani work week by soldiers unfamiliar with the region, the culture, and the nation. The soldiers would be housed in a Muscat hotel during the course of the mission.

The Government also specified that this course was to include all pertinent materials. The course was to be designed for delivery to a student population with no knowledge of or experience in dealing with members of the Arabs of West Asia culture.

The strategy, instructional media, and instructional times for this course were also prescribed by the Government: six instructional hours, lock-step, group-paced, instructor-dependent, paper-based materials. Within these constraints, courseware was developed in accordance with the U.S. Army's ISD process.

The course was based on the first 41 of the 448 behaviors identified in the Arabs of West Asia culture and prioritized within the contexts of that culture and the foreign internal defense mission (see Appendix S for the complete list).

Because the target student population was assumed to lack experience with the culture, the process of assessing current KSAs was not necessary. However, it was still necessary to select those behaviors that could be taught within the constraint of six hours. The time needed to teach each behavior was estimated. When the total required teaching time equaled six hours, the process stopped. As a result, the behaviors ranking from 1 through 41 on the preliminary prioritized list of cultural behaviors were those addressed in the training.

The 41 behaviors selected for training were grouped into seven logical clusters. It is important to note that, from this point on, the individual ranking of the behaviors was unimportant — as long as all were covered by the training. The clusters were then sequenced resulting in the following course units:

- The Religion of Islam
- Relationships with Women
- Offensive/Hostile Behavior In Oman
- Police Authority and Rights
- Driving in Oman
- The Omani Military
- Water in Oman

Each of the behavior clusters became a discrete unit in the course. However, because the notional students would lack any knowledge of Oman, an eighth unit was added at the beginning to provide an overview of the country. Two final units were added, one at the beginning to provide a course overview and one at the end to provide a course summary and test. The courseware included an open-book examination to be collectively self-scored by the class, which enabled the course testing and course summary to be combined.

The resulting courseware, entitled *Cultural Communication Skills Training for Special Forces (SF) Personnel Conducting a Foreign Internal Defense (FID) Mission in the Sultanate of Oman*, included a POI, instructor handbook (with a suggested script), overhead transparencies, student handouts, end-of-course test, and scoring key.⁶

Course Delivery

The objective of this phase (Tasks 5 and 6 of the project) was to deliver each of the courses developed during Task 4 to students selected and provided by the Government.

The instructional methodology for both courses was that prescribed in their programs of instruction. Both were lock-step, group-paced, instructor-dependent courses supported by paper-based materials.

The course entitled *Determining Cultural Communication Skills Training Requirements for Special Forces Personnel Conducting a Foreign Internal Defense Mission in Oman* was delivered to ten members of the SWCS staff and faculty.

The course entitled *Cultural Communication Skills Training for Special Forces (SF) Personnel Conducting a Foreign Internal Defense (FID) Mission in the Sultanate of Oman* was delivered to eleven students — a mixture of soldiers with no experience of any Arab culture, soldiers with considerable experience in dealing with members of the Arabs of West Asia culture, and training developers from the SWCS staff and faculty.

Given contractual requirements, the nature of the courseware, and student attendance factors, no formal course evaluation activities were executed. However, the following points were observed:

- Course delivery times: There were insignificant differences between actual and estimated subunit, unit, and course delivery times. Consequently, modifications to the delivery times cited in the programs of instruction were not necessary.
- Course materials: Four minor typographical errors were identified in the instructor guides and 184 overhead slides that supported the two courses. These were corrected in the electronic versions of the course materials delivered to the Government.
- Participants' responses: Informal discussions between the course developers, instructors, and participants were conducted at the conclusion of each course. In both cases, the materials were well received by the participants. They advised that they fully comprehended the information provided and found the courses both informative and beneficial.

⁶ See Hannaman, D. L. (1997). *Cultural Communication Skills Training for Special Forces (SF) Personnel Conducting a Foreign Internal Defense (FID) Mission in the Sultanate of Oman*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

VI. FUTURE DIRECTIONS

The work accomplished during this project is noteworthy for two reasons. First, a system of classifying and sorting world cultures within a specific operational context was developed. Second, a method of systematically identifying and prioritizing cultural communication skills within the context of a specific culture and a specific mission was developed and tested.

With respect to world cultures:

- This project focused on identifying cultures *without* respect to the political entities in which the cultures might reside. This emphasis was important because it showed overlays within geographical regions that might otherwise have been missed. Yet the Special Forces must operate within a political context; planning and operations must therefore be tied to the current political order. For this reason, resorting the lists of world cultures in terms of the nations into which they fall might be of value to the Special Forces and potentially other agencies. For example, the work performed concerning the Sultanate of Oman was based on the Arabs of West Asia culture. However, although this is the dominant culture, the Sultanate is actually an admixture of overlaid cultures, some of which stem from South Asian and African roots.
- Ignoring political boundaries as well as time and funding constraints restricted project data acquisition to that able to support the use of three criteria to determine operational relevance. It would be worthwhile to confirm or modify these findings by subjecting world cultures to broader set of criteria for determination of operational relevance. One such set of criteria might be the set that was initially considered. These criteria were population, land area and location, fit between cultural and political boundaries, socio-political structure, philosophical orientation, influence of culture on political decision-making, economic trends, use of force/violence to settle disputes, military factors (nuclear, conventional, and unconventional), access to U.S. decision-making processes, and penetration requirements. Such an effort would require the accumulation and sorting of extensive additional data that, ideally, would be stored in an electronic format for ready retrieval and update.
- Acquiring and sorting the data necessary to support a more comprehensive assessment of operational relevance would have value far beyond the mere classification of cultures. Using the generic culture template as a master document, it might enable rapid development of culture-specific templates whenever required. Furthermore, such a database might support a host of other purposes — intelligence analysis, mission assessment and planning, and course development for area studies and foreign language training, to name but a few.

With respect to the methodology for identifying and prioritizing cultural communication skills:

- The templating methodology was tested through its application to three different cultures and, in each case, it proved effective. Therefore, the methodology should prove equally effective when applied to any culture and any mission. However, the methodology must be tested further by applying it to more cultures and more missions to be certain of this hypothesis. This would involve:
 - Templating more cultures. This would enhance and reinforce the applicability of the methodology — particularly if the range were extended to cover cultures in groups not templated so far, such as an East Asian culture, a Central Asian culture,

and an African culture. Apart from corroborating the utility of the methodology, the templates themselves would be of genuine value.

- Templating more missions, first the full range of Special Forces missions and then other, equally-critical Defense Department missions outside the Special Operations Forces community. In each case, a topic/mission element crosswalk could be developed that ties generic cultural topics to the mission elements. With this accomplished, any mission can then be compared with any templated culture to develop prioritized cultural communication skills.
- Another avenue worthy of consideration is development of the multi-dimensional automated template. As noted earlier, gender differences, differences between rural and urban outlooks, and differences between civil and military outlooks can modify the basic patterns within a given culture. Such differences can cause legitimate confusion — as, for example, occurred regarding whether or not Levantine Arabs represented a culture different from the Gulf Arabs or when the Arab cultural informants tried to assess the very different degrees of negative impact that incorrect performance of the same behavior would have to a cosmopolitan Lebanese as opposed to a conservative Saudi. Such differences — and, indeed, all of the issues noted in the footers currently contained in the generic cultural template — could be accommodated in an automated multi-dimensional template.
- While created as tools to support systematic development of cultural communication skills training, the cultural templates appear to have much greater applications. Their application to a host of areas — to support mission analysis, to provide a revised format for country studies, to provide self-study outlines (e.g., for foreign area officers, intelligence analysts, and Special Forces team members), to support psychological operations, to inform the design and content of foreign language training, and to inform the design and content of area studies training — would be worthwhile pursuits.

With respect to behaviors and behavior weighting:

- The notional behaviors developed in the generic template could stand a more rigorous review. Particularly worthy of investigation is the process applied to identify cultural-specific behaviors.
- Behaviors were weighted in only one dimension. Although much more complex, a multi-dimensional weighting process, considering dimensions such as frequency and criticality, is worthy of consideration.
- Weighting could also be done in the context of learning objectives other than operational missions. For example, it is possible that there is a relationship between acquiring a foreign language and cultural skills — and there is certainly a demand for improved cultural training during foreign language training.

The foregoing comments concern extending the work reported in this document. However, the project revealed other topics deserving attention:

- The impact of the cultures identified to be of operational relevance on current Special Forces organization and operational assignments, to include position coding, is worthy of study. For example, the Special Forces Group assigned to support the European Theater should maintain some degree of expertise regarding 133 cultures of operational relevance that fall into four very distinct cultural groups. But the Special Forces Group assigned to support Southern Command need maintain expertise concerning only 12 cultures of operational relevance that fall into three cultural groups. Nevertheless, the personnel

authorizations are identical. The impact of this difference on training requirements, accuracy of position coding, and overall manpower authorizations could be investigated. Similarly, despite its geographic location, Haiti might more productively be linked to African cultures rather than Latin American cultures for operational and training purposes.

- Core cultures: The recent demise of the Soviet Union and increased emphasis on nationalism worldwide has increased the number of world cultures of operational relevance to the Special Forces. In turn, this has increased potential training requirements. However, particularly within the context of cultural communication skills training, application of the concept of "core cultures" may reduce the range of cultures for which the Special Forces must acquire and maintain expertise. The core culture concept is based on the idea that possessing cultural skills for one culture simplifies or facilitates the acquisition of skills in other, related cultures. If core cultures exist, soldiers conversant with the core culture could very quickly be trained in the specifics of one of the related cultures. Furthermore, the concept of core cultures could impact on the selection of foreign languages in which to maintain competence. A key point is that, to the extent that they may exist, core cultures might be very different from what superficially would be assumed. For example, instead of the Russian culture, the Turkish culture would appear to be a core culture to those cultures in Central Asia once subsumed within the Soviet Union but that now inform independent nation states.
- When examining the Russian and Cuban cultures, it was noted that some aspects of communist political, social, and economic organization tend to soften the intensity of the underlying cultural features. However, firm conclusions could not be drawn because only two such cultures were examined. Yet the possibility has considerable implications for the future. For example, as found during this project, Cuban culture today is very different from that existing prior to Fidel Castro Ruz and Russian culture will likely go in some new direction rather than return to its pre-communist roots. Where might Chinese culture go in the future?
- During the project it was frequently observed that U.S. soldiers often have a limited range of knowledge regarding their own culture, which complicates the process of teaching cultural skills. It is very difficult to acquire a perspective on another culture if you are not sufficiently familiar with your own. Although challenging, an American culture-specific template might provide valuable insights regarding a foundation for estimating cultural skills training requirements.

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APPENDIX A

List of Cultures

Region	Culture	Additional Descriptors
Circum-Mediterranean	Arabs of the Maghreb	
	Berber	
	Tuareg	
	Egyptians	
	Bedouin	
	Regeibat	Bedouin
	Messiriya	Bedouin
	Chaamba	Bedouin
	Zenaga	Bedouin
	Delim	Bedouin
	Somali	Cushites of the African Horn
	Konso	Cushites of the African Horn
	Oromo (Arusi Galla)	Cushites of the African Horn
	Kafa	Cushites of the African Horn
	Banna	Cushites of the African Horn
	Sidamo	Cushites of the African Horn
	Beja	
	Kenuzi Nubians	Nubians
	Bisharin	Nubians
	Dilling	Nubians
	Kunama	Nubians
	Teda (Tebu)	
	Kanuri	
	Kanembu	
	Amhara	Semites
	Tigrinya	Semites
	Jews	Semites
	Ashkenazi Jews	Semites
	Israelis	Semites
	Sephardic Jews (Hebrews)	Semites
	Daghestani Jews	Semites
	Georgian Jews	Semites
	Ivri (Yehudi)	Semites
	Arabs Of West Asia	
	Druze (Druses)	
	Assyrians (Aisors)	Hamites
	Greeks	
	Italians	
	Romans	Italians
	Neopolitans	Italians

Region	Culture	Additional Descriptors
Circum-Mediterranean (cont)		
	Sicilians	Italians
	Abruzzi	Italians
	Savoyards	Italians
	Venetians	Italians
	Tuscans	Italians
	European Portuguese	Iberian Peoples
	Brazilian Portuguese	Iberian Peoples
	Mozambique Portuguese	Iberian Peoples
	Angolan Portuguese	Iberian Peoples
	European Spanish	Iberian Peoples
	Galicians	Iberian Peoples
	Asturians	Iberian Peoples
	Aragoneses	Iberian Peoples
	Castilians	Iberian Peoples
	Andalusian	Iberian Peoples
	Catalans	Iberian Peoples
	Basques	Iberian Peoples
	Spanish Americans	Iberian Peoples
	Gypsies	
Continental Euro-Asian		
	Great Russians (Russians)	Slavic
	Pomors	Slavic
	Don Cossacks	Slavic
	Ural Cossacks	Slavic
	Terek Cossacks	Slavic
	Trans-Baikal Cossacks	Slavic
	Amur Cossacks	Slavic
	Kuban Cossack	Slavic
	Old Believers	Slavic
	Siberian Russians	Slavic
	Belarusans	Slavic
	Pinchuks	Slavic
	Poleschuks	Slavic
	Ukrainians	Slavic
	Crimeans	Slavic
	Canadian Ukrainians	Slavic
	Galicians	Slavic
	Bukovinians	Slavic
	Gutsuls (Hutsuls)	Slavic
	Ruthenian (Carpatho-Rus)	Slavic
	Verkhovinians	Slavic
	East Ukrainians	Slavic
	Polish	Slavic

Region	Culture	Additional Descriptors
Continental Euro-Asian (cont)		
	Czech	Slavic
	Bohemian	Slavic
	Moravian	Slavic
	Slovak	Slavic
	Croat	Slavic
	Serb	Slavic
	Bosnian	Slavic
	Slovene	Slavic
	Macedonian	Slavic
	Montenegrin	Slavic
	Bulgarian	Slavic
	French	Galic
	Normans	Galic
	Corsicans	Galic
	British	Teutonic
	English	Teutonic
	Irish	Teutonic
	Scottish	Teutonic
	Welsh	Teutonic
	Cornish	Teutonic
	Walloons	Teutonic
	Bretons	Galic
	Anglo-Australians	Teutonic
	Anglo-Africans	Teutonic
	Germans	Teutonic
	Plattdeutsch	Teutonic
	Schwebisch	Teutonic
	Bayrisch	Teutonic
	Austrian Germans	Teutonic
	Northern Germans	Teutonic
	Swiss Germans	Teutonic
	Dutch	Teutonic
	Afrikaans	Teutonic
	Latvian	Letto-Lithuanian
	Vidzeme (Northern Latvian)	Letto-Lithuanian
	Lettish (Kurzeme Latvian)	Letto-Lithuanian
	Zemgalians	Letto-Lithuanian
	Latgallians	Letto-Lithuanian
	Lithuanian	Letto-Lithuanian
	Aukštaitija	Letto-Lithuanian
	Zemaitija	Letto-Lithuanian
	Kuršiai	Letto-Lithuanian
	Albanian	

Region	Culture	Additional Descriptors
Continental Euro-Asian (cont)		
	Romanian	Romanian-Moldovan Peoples
	Moldovan	Romanian-Moldovan Peoples
	Magyars (Hungarian)	Ugrian
	Khanty	Ugrian
	Mansi	Ugrian
	Mordvinians	Ugrian
	Vepsy	Ugrian
	Izhors	Ugrian
	Udmurts	Ugrian
	Cheremis (Man)	Ugrian
	Karelians	Ugrian
	Estonians	Finnic Peoples
	Finns	Finnic Peoples
	Leningrad Finns	Finnic Peoples
	Norwegians	Nordic
	Swedes	Nordic
	Frisians	Nordic
	Danes	Nordic
	Georgian	Caucasian
	Svanitians	Caucasian
	Mingrelians	Caucasian
	Laz (Chans)	Caucasian
	Karbardinians	Caucasian
	Adygeis	Caucasian
	Cherkess (Circassians)	Caucasian
	Abazins	Caucasian
	Abkhazians	Caucasian
	Avars	Caucasian
	Andotsezians	Caucasian
	Laks	Caucasian
	Dargins	Caucasian
	Lesghins	Caucasian
	Chechens	Caucasian
	Ingushes	Caucasian
	Aguls	Caucasian
	Rutuls	Caucasian
	Tabasarans	Caucasian
	Tsakhurs	Caucasian
	Udins	Caucasian
	Armenians	Caucasian
	Armenians Living In Armenia	Caucasian
	Georgian Armenians	Caucasian
	Azerbaijani Armenians	Caucasian

Region	Culture	Additional Descriptors
Continental Euro-Asian (cont)	American Armenians	Caucasian
	Turkish Armenians	Caucasian
	European Armenians	Caucasian
	Asian Armenians	Caucasian
	Khevsur	Caucasian
African	Khoikhoi	
	Kung Bushmen	Khoikhoi
	Hadza (Kindiga)	Khoikhoi
	Naron	Khoikhoi
	Ndebele	Southeastern Bantu
	Swazi	Southeastern Bantu
	Shona	Southeastern Bantu
	Xhosa	Southeastern Bantu
	Thonga	Southeastern Bantu
	Tswana (Bechuana)	Southeastern Bantu
	Zulu	Southeastern Bantu
	Venda	Southeastern Bantu
	Sotho (Basuto)	Southeastern Bantu
	Lozi (Barotse)	Southeastern Bantu
	Luba	Southwestern Bantu
	Ovimbundu	Southwestern Bantu
	Mbundu	Southwestern Bantu
	Herero (Damara)	Southwestern Bantu
	Ambo	Southwestern Bantu
	Nyaneka	Southwestern Bantu
	Ovambo	Southwestern Bantu
	Suku (Pindi)	Western-Central Bantu
	Lele	Western-Central Bantu
	Ndembu	Western-Central Bantu
	Kongo	Western-Central Bantu
	Kuba	Western-Central Bantu
	Bemba (Awemba)	Eastern-Central Bantu
	Yao	Eastern-Central Bantu
	Luapula	Eastern-Central Bantu
	Nyanja	Eastern-Central Bantu
	Tanala	Malagasy Peoples
	Merina	Malagasy Peoples
	Antandroiy	Malagasy Peoples
	Sakalava	Malagasy Peoples
	Nyakyusa	Tanzania Bantu
	Bena	Tanzania Bantu
	Sukuma	Tanzania Bantu

Region	Culture	Additional Descriptors
African (cont)		
	Luguru (Karni)	Tanzania Bantu
	Hehe	Tanzania Bantu
	Chagga	Northeastern Bantu
	Kikuyu	Northeastern Bantu
	Kamba	Northeastern Bantu
	Bajun	Northeastern Bantu
	Digo	Northeastern Bantu
	Hadimu	Northeastern Bantu
	Danda	Lacustrine Bantu
	Hutu (Ruanda)	Lacustrine Bantu
	Tutsi	Lacustrine Bantu
	Bantu Kavirondo	Lacustrine Bantu
	Amba	Lacustrine Bantu
	Nyoro	Lacustrine Bantu
	Mbuti Pygmies	Pygmies
	Nkundo Mongo	Rainforest Bantu
	Banen	Rainforest Bantu
	Fang (Pahouin)	Rainforest Bantu
	Kpe (Kweri)	Rainforest Bantu
	Ngombe	Rainforest Bantu
	Tiz (Munshi)	Bantoid Peoples
	Katab	Bantoid Peoples
	Yako	Bantoid Peoples
	Ibibio	Bantoid Peoples
	Wute (Bute)	Bantoid Peoples
	Fon (Dahomeans)	Eastern Kwa Peoples
	Ibo	Eastern Kwa Peoples
	Yoruba	Eastern Kwa Peoples
	Nupe	Eastern Kwa Peoples
	Ewe	Eastern Kwa Peoples
	Ashanti	Western Kwa Peoples
	Bete	Western Kwa Peoples
	Baule (Baoule)	Western Kwa Peoples
	Sapo	Western Kwa Peoples
	Fanti	Western Kwa Peoples
	Wolof	Senegambian Peoples
	Bijogo	Senegambian Peoples
	Kissi	Senegambian Peoples
	Coniagui	Senegambian Peoples
	Temne	Senegambian Peoples
	Hausa	
	Fulani	Fulani
	Futajalonke	Fulani

Region	Culture	Additional Descriptors
African (cont)		
	Tukulor	Fulani
	Bambara	Mande Peoples
	Mende	Mande Peoples
	Mande	Mande Peoples
	Kpelle	Mande Peoples
	Malinke	Mande Peoples
	Ngere (Guere)	Mande Peoples
	Songhai	Zoltaic Peoples
	Dogon	Zoltaic Peoples
	Tallensi	Zoltaic Peoples
	Konkomba	Zoltaic Peoples
	Mossi	Zoltaic Peoples
	Birifour	Zoltaic Peoples
	Labouret	Zoltaic Peoples
	Rattray	Zoltaic Peoples
	Senufo	Zoltaic Peoples
	Zazzagawa	Chadic Peoples
	Kanawa	Chadic Peoples
	Matakam	Chadic Peoples
	Tera	Chadic Peoples
	Kapsiki (Hill)	Chadic Peoples
	Margi	Chadic Peoples
	Azande	Peoples Of Northern Equatoria
	Baya	Peoples Of Northern Equatoria
	Clozel	Peoples Of Northern Equatoria
	Banda	Peoples Of Northern Equatoria
	Massa (Bana)	Peoples Of Northern Equatoria
	Ngbandi	Peoples Of Northern Equatoria
	Mangbetu	Central Sudanic Peoples
	Mamvu	Central Sudanic Peoples
	Bagirmi	Central Sudanic Peoples
	Madi	Central Sudanic Peoples
	Baggara	Peoples Of The Eastern Sudan
	Fur	Peoples Of The Eastern Sudan
	Otoro Nuba	Peoples Of The Eastern Sudan
	Mao	Peoples Of The Eastern Sudan
	Korongo	Peoples Of The Eastern Sudan
	Shilluk	Northern Nilotes
	Nuer	Northern Nilotes
	Alur	Northern Nilotes
	Dinka	Northern Nilotes
	Luo	Northern Nilotes
	Nasai	Southern Nilotes

Region	Culture	Additional Descriptors
African (cont)		
	Nandi	Southern Nilotes
	Turkana	Southern Nilotes
	Dorobo	Southern Nilotes
	Bari	Southern Nilotes
	Masai	Southern Nilotes
Central Asian		
	Baluch	Iranian Peoples
	Bachtiani (Basseni)	Iranian Peoples
	Pathan (Pukhtun)	Iranian Peoples
	Hazara	Iranian Peoples
	Tats	Iranian Peoples
	Talysh	Iranian Peoples
	Kurds	Iranian Peoples
	Tajiks	Iranian Peoples
	Ossetians (Eeron)	Iranian Peoples
	Shuganians	Iranian Peoples
	Vakhanians	Iranian Peoples
	Yazgulems	Iranian Peoples
	Gilakis	Iranian Peoples
	Mazandarani	Iranian Peoples
	Lurs	Iranian Peoples
	Persian	Iranian Peoples
	Turks	Turkic Peoples
	Chulyms	Turkic Peoples
	Meshketian Turkish	Turkic Peoples
	Karagases	Turkic Peoples
	Tatars	Turkic Peoples
	Uzbeks	Turkic Peoples
	Kazakhs	Turkic Peoples
	Azerbaijani (Azeri)	Turkic Peoples
	Turkmeni	Turkic Peoples
	Kirghiz	Turkic Peoples
	Kara-Kalpaks	Turkic Peoples
	Chuvashes	Turkic Peoples
	Bashkirs	Turkic Peoples
	Kumyks	Turkic Peoples
	Uighurs	Turkic Peoples
	Gagauzes	Turkic Peoples
	Tuvinians	Turkic Peoples
	Altaians	Turkic Peoples
	Khakassi	Turkic Peoples
	Shors	Turkic Peoples
	Balkars	Turkic Peoples

Region	Culture	Additional Descriptors
Central Asian (cont)		
	Nagais	Turkic Peoples
	Karachais	Turkic Peoples
	Karaites	Turkic Peoples
	Tofalars	Turkic Peoples
East Asian		
	Japanese	Altaic Asians
	Khalkha Mongols	Altaic Asians
	Buryats	Altaic Asians
	Kalmyks	Altaic Asians
	Bargas	Altaic Asians
	Bayads	Altaic Asians
	Dorwods	Altaic Asians
	Dzakchins	Altaic Asians
	Oolds	Altaic Asians
	Uriyankhais	Altaic Asians
	Uzemchins	Altaic Asians
	Koreans	Altaic Asians
	Manchu	Altaic Asians
	Goldi (Nanai)	Altaic Asians
	Tungus (Evenk)	Altaic Asians
	Evens (Lamut)	Altaic Asians
	Ulchi	Altaic Asians
	Udegheis	Altaic Asians
	Orochi	Altaic Asians
	Negidals	Altaic Asians
	Okinawans	
	Chinese Han	Chinese
	Taiwanese Han	Chinese
	Hui	Chinese
	Overseas Chinese	Chinese
	Vietnamese	
Indo-Asian		
	Barusho	Peoples Of Dardistan And Kashmere
	Dard	Peoples Of Dardistan And Kashmere
	Kashmiri	Peoples Of Dardistan And Kashmere
	Kohistani	Peoples Of Dardistan And Kashmere
	Nuri (Kafirs)	Peoples Of Dardistan And Kashmere
	Lepcha	Tibetan People
	Central Tibetans	Tibetan People
	Lolo	Tibetan People
	Abor	Tibetan People
	Dungani	Tibetan People
	Sherpa	Tibeto-Burmese

Region	Culture	Additional Descriptors
Indo-Asian (cont)		
	Gurung (Gurkha)	Tibeto-Burmese
	Magar	Tibeto-Burmese
	Rai	Tibeto-Burmese
	Limbu	Tibeto-Burmese
	Thakali	Tibeto-Burmese
	Newar	Tibeto-Burmese
	Thara	Tibeto-Burmese
	Bhotia	Tibeto-Burmese
	Garó	Tibeto-Burmese
	Kachin	Tibeto-Burmese
	Angami Naga	Tibeto-Burmese
	Ao	Tibeto-Burmese
	Sema Naga	Tibeto-Burmese
	Burmese	Tibeto-Burmese
	Lakher	Tibeto-Burmese
	Karen	Tibeto-Burmese
	Purum	Tibeto-Burmese
	Akha	Tibeto-Burmese
	Shan	Tibeto-Burmese
	Chin	Tibeto-Burmese
	Inthas	Tibeto-Burmese
	Taungthus	Tibeto-Burmese
	Padaungs	Tibeto-Burmese
	Lisus	Tibeto-Burmese
	Was	Tibeto-Burmese
	Lao Lum	Thai-Kadai Peoples
	Central Thai (Siamese)	Thai-Kadai Peoples
	Miao-Yao	
	Khmer	Cambodian Peoples
	Chams	Cambodian Peoples
	Sinhalese	
	Lamet	Central Mon-Khmer
	Nicobarese	Central Mon-Khmer
	Khasi	Central Mon-Khmer
	Lawla	Central Mon-Khmer
	Lao Thung	Central Mon-Khmer
	Hindu	Indian
	Moslem	Indian
	Sikh	Indian
	Santal	Munda (Kolarian) Peoples
	Bhuiya	Munda (Kolarian) Peoples
	Kol	Munda (Kolarian) Peoples
	Baiga	Munda (Kolarian) Peoples

Region	Culture	Additional Descriptors
Oceanean	Mainland Malays	Malayan Peoples
	Coastal Malays	Malayan Peoples
	Badjau	Malayan Peoples
	Selung (Salon)	Malayan Peoples
	Iban (Sea Dayak)	Malayan Peoples
	Bidayuhs (Land Dayaks)	Malayan Peoples
	Kadazans	Malayan Peoples
	Kenyahs	Malayan Peoples
	Melanaus	Malayan Peoples
	Muruts	Malayan Peoples
	Christian	Malayan Peoples
	Moslem	Malayan Peoples
	Jahaic	Malayan Peoples
	Kubu	Malayan Peoples
	Mentaweians	Malayan Peoples
	Minangkabau	Malayan Peoples
	Javanese	Malayan Peoples
	Balinese	Malayan Peoples
	Sumbawanese	Malayan Peoples
	Ili-Mandiri	Malayan Peoples
	Sundanese	Malayan Peoples
	Madurese	Malayan Peoples
	Toradja	Malayan Peoples
	Macassarese	Malayan Peoples
	Dusun	Malayan Peoples
	Indonesians	Peoples Of Eastern Indonesia
	Alorese	Peoples Of Eastern Indonesia
	Tanimbarese	Peoples Of Eastern Indonesia
	Belu	Peoples Of Eastern Indonesia
	Ambonese	Peoples Of Eastern Indonesia
	Malagasy	
	Samoans	Polynesian Peoples
	Pukapukans	Polynesian Peoples
	Tongans	Polynesian Peoples
	Ellice	Polynesian Peoples
	Uveans	Polynesian Peoples
	Marquesans	Polynesian Peoples
	Tahitians	Polynesian Peoples
	Mangarevans	Polynesian Peoples
	Raroians	Polynesian Peoples
	Easter Islanders	Polynesian Peoples
	Maori	Polynesian Peoples
	Hawaiians	Polynesian Peoples

Region	Culture	Additional Descriptors
Oceanean (cont)		
	Tikopia	Polynesian Peoples
	Ontong-Javanese	Polynesian Peoples
	Kapingamarangi	Polynesian Peoples
	Trobrianders	Melanesian Peoples
	Motu	Melanesian Peoples
	Dobuans	Melanesian Peoples
	Wogeo	Melanesian Peoples
	Dahuni	Melanesian Peoples
	Manus	Melanesian Peoples
	Lesu	Melanesian Peoples
	Lakalai	Melanesian Peoples
	Waropen	Melanesian Peoples
	Papuians	Melanesian Peoples
	Buka	Melanesian Peoples
	Ulawans	Melanesian Peoples
	Kaoka	Melanesian Peoples
	Choiseulese	Melanesian Peoples
	Mota	Melanesian Peoples
	Ajie (Huailu)	Melanesian Peoples
	Seniang	Melanesian Peoples
	Lifu	Melanesian Peoples
	Lau Fijians	Melanesian Peoples
	Vanua	Melanesian Peoples
	Rotumans	Melanesian Peoples
	Makin	Melanesian Peoples
	Nauruans	Melanesian Peoples
	Majuro	Melanesian Peoples
	Trukese	Melanesian Peoples
	Ponapeans	Melanesian Peoples
	Woleaians	Melanesian Peoples
	Kusaians	Melanesian Peoples
	Lamotrek	Melanesian Peoples
	Yapese	Melanesian Peoples
	Palauans	Melanesian Peoples
	Chamorro	Melanesian Peoples
	Gilyak	Aborigines
	Ainu	Aborigines
	Negritos	Aborigines
	Malay Peninsula	Aborigines
	Andaman Islands	Aborigines
	Philippine Islands	Aborigines
	Indonesian Islands	Aborigines
	Aranda	Aborigines

Region	Culture	Additional Descriptors
Oceanean (cont)		
	Walbiri	Aborigines
	Dieri	Aborigines
	Kariera	Aborigines
	Murngin	Aborigines
	Twi	Aborigines
	Wikmunkan	Aborigines
	Gidjingali	Aborigines
	Groote Eylandt	Aborigines
	Igorot	Aborigines
	Ifugao	Aborigines
	Hanunoo	Aborigines
	Kalinga	Aborigines
	Subanun	Aborigines
	Sugbuhanon	Aborigines
	Tagbanua	Aborigines
	Enga	Aborigines
	Purari	Aborigines
	Siane	Aborigines
	Orokaiva	Aborigines
	Koita	Aborigines
	Rossel Islanders	Aborigines
	Kapauku	Aborigines
	Kimam	Aborigines
	Keraki	Aborigines
	Marindanim	Aborigines
	Tobelorese	Aborigines
	Kwoma	Aborigines
	Arapesh	Aborigines
	Wantoot	Aborigines
	Abelam	Aborigines
	Siuai	Aborigines
	Atayal	Aborigines
	Paiwan	Aborigines
	Yami	Aborigines
	Ami	Aborigines
American		
	Saulteaux	Boreal Algonkians
	Micmac	Boreal Algonkians
	Cree	Boreal Algonkians
	Naskapi	Boreal Algonkians
	Ojibwa	Boreal Algonkians
	Haida	Peoples of the NW Coast
	Kwakiutl	Peoples of the NW Coast

Region	Culture	Additional Descriptors
American (cont)		
	Tlingit	Peoples of the NW Coast
	Nootka	Peoples of the NW Coast
	Tsimshian	Peoples of the NW Coast
	Twana	Coast Salish Peoples
	Bellacoola	Coast Salish Peoples
	Puyallup	Coast Salish Peoples
	Stalo (Halkomelem)	Coast Salish Peoples
	Quinault	Coast Salish Peoples
	Pomo	Hokan And Yukian Peoples
	Shasta	Hokan And Yukian Peoples
	Coast Yuki	Hokan And Yukian Peoples
	Yana	Hokan And Yukian Peoples
	Atsugewi	Hokan And Yukian Peoples
	Penutian Peoples	Hokan And Yukian Peoples
	Yokuts	Hokan And Yukian Peoples
	Maidu	Hokan And Yukian Peoples
	Wintu	Hokan And Yukian Peoples
	Miwok	Hokan And Yukian Peoples
	Washo	Hokan And Yukian Peoples
	Yurok	Peoples of the Oregon Seaboard
	Tolowa	Peoples of the Oregon Seaboard
	Alsea	Peoples of the Oregon Seaboard
	Sinkyone	Peoples of the Oregon Seaboard
	Ute	Southern Shoshoneans
	Tubatulabal	Southern Shoshoneans
	Kaibab	Southern Shoshoneans
	Mono	Southern Shoshoneans
	Luiseno	Southern Shoshoneans
	Comanche	Southern Shoshoneans
	Wadadika (Harney Valley Paiute)	Northern Shoshoneans
	Agaiduka (Lemhi River	Northern Shoshoneans
	Kuyuidokado (Pyramid Lake	Northern Shoshoneans
	Wind River Shoshoni	Northern Shoshoneans
	Gosiute	Northern Shoshoneans
	Klamath	Sahaptin Peoples
	Nez Perce	Sahaptin Peoples
	Modoc	Sahaptin Peoples
	Umatilla	Sahaptin Peoples
	Tenino	Sahaptin Peoples
	Sanpoil	Interior Salish Peoples
	Shuswap	Interior Salish Peoples
	Flathead	Interior Salish Peoples
	Sinkaietk (Southern Okanagon)	Interior Salish Peoples

Region	Culture	Additional Descriptors
American (cont)		
	Kutenai	Interior Salish Peoples
	Gros Ventre	Plains Algonkians
	Cheyenne	Plains Algonkians
	Blackfoot	Plains Algonkians
	Arapaho	Plains Algonkians
	Plains Cree	Plains Algonkians
	Omaha	Siouan Peoples
	Crow	Siouan Peoples
	Assiniboin	Siouan Peoples
	Hidatsa	Siouan Peoples
	Winnebago	Siouan Peoples
	Dakota	Siouan Peoples
	Mohawk	Siouan Peoples
	Seneca	Siouan Peoples
	Pawnee	Caddoan Peoples
	Wichita	Caddoan Peoples
	Hasinai	Caddoan Peoples
	Arikara	Caddoan Peoples
	Kiowa	Caddoan Peoples
	Fox	Central Algonkians
	Shawnee	Central Algonkians
	Menomini	Central Algonkians
	Chippewa	Central Algonkians
	Penobscot	Abkani
	Piscataway	Abkani
	Passamaquoddy	Abkani
	Iroquois	Iroquoian Peoples
	Huron (Wyandots)	Iroquoian Peoples
	Cherokee	Iroquoian Peoples
	Delaware	Iroquoian Peoples
	Creek	Muskogean Peoples
	Choctaw	Muskogean Peoples
	Natchez	Muskogean Peoples
	Timucua	Muskogean Peoples
	Yuchi	Muskogean Peoples
	Navaho	Southern Athapaskan Peoples
	Chiricahua	Southern Athapaskan Peoples
	Jicarilla	Southern Athapaskan Peoples
	Western Apache	Southern Athapaskan Peoples
	Kiowa-Apache	Southern Athapaskan Peoples
	Zuni	Pueblo Peoples
	Hopi	Pueblo Peoples
	Tewa	Pueblo Peoples

Region	Culture	Additional Descriptors
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American (cont)		
	Santa Ana	Pueblo Peoples
	Jemez	Pueblo Peoples
	Havasupai	Yuman Peoples
	Diegueno	Yuman Peoples
	Maricopa	Yuman Peoples
	Walapai	Yuman Peoples
	Yuma	Yuman Peoples
	Aztec	Uto-Aztecan Peoples of Mexico
	Tarahumara	Uto-Aztecan Peoples of Mexico
	Papago	Uto-Aztecan Peoples of Mexico
	Huicho	Uto-Aztecan Peoples of Mexico
	Pima	Uto-Aztecan Peoples of Mexico
	Mixe	Peoples of South Central Mexico
	Chinantec	Peoples of South Central Mexico
	Zapotec	Peoples of South Central Mexico
	Popoluca	Peoples of South Central Mexico
	Quiche	Peoples of South Central Mexico
	Yucatec Maya	Peoples of South Central Mexico
	Pocomam	Peoples of South Central Mexico
	Chorti	Peoples of South Central Mexico
	Miskito (Mosquito)	
	Goajiro	North Arawakan Peoples
	Taino	North Arawakan Peoples
	Paraujano	North Arawakan Peoples
	Curipaco	North Arawakan Peoples
	Callinago	Northern Caribbean People
	Black Carib	Northern Caribbean People
	Yupa	Northern Caribbean People
	Carinya	Northern Caribbean People
	Guajiros	Southern Caribbean Peoples
	Guajhibo	Aruacos
	Taironas	Aruacos
	Cocina	Aruacos
	Piapocos	Aruacos
	Achaguas	Aruacos
	Ticunas	Aruacos
	Chimilas	
	Cuiva	Chibchas (Muiscas)
	Cuna	Chibchas (Muiscas)
	Koconucos	Chibchas (Muiscas)
	Paeces	Chibchas (Muiscas)
	Betois	Chibchas (Muiscas)
	Andokes	Chibchas (Muiscas)

Region	Culture	Additional Descriptors
American (cont)		
	Tunebo	Chibchas (Muiscas)
	Barbacoas	Chibchas (Muiscas)
	Pastos	Chibchas (Muiscas)
	Kuaoquier	Chibchas (Muiscas)
	Quillacingas	Chibchas (Muiscas)
	Guambianos	Chibchas (Muiscas)
	Muzos	Caribes
	Panches	Caribes
	Pijaos	Caribes
	Coyaima	Caribes
	Notgaima	Caribes
	Quimbayas	Caribes
	Choco	Caribes
	Amberes	Caribes
	Motilones	Caribes
	Yuco	Caribes
	Catio	Caribes
	Opons	Caribes
	Citara	Caribes
	Chami	Caribes
	Saliva	Caribes
	Tegrero	Caribes
	Cholo	Caribes
	Guavaro	Caribes
	Puinabe	Caribes
	Baniba	Caribes
	Guanano	Caribes
	Tucano	Caribes
	Sibondoy	Caribes
	Ingas	Caribes
	Caruona	Caribes
	Kofan	Caribes
	Idulia	Caribes
	Maku	Caribes
	Kamsas	Caribes
	Cagaba	Caribes
	Cayapa	Caribes
	Talamanca	Caribes
	Warrau	Caribes
	Yaruro	Caribes
	Wapishana	Eastern Arawakan Peoples
	Locono	Eastern Arawakan Peoples
	Palikur	Eastern Arawakan Peoples

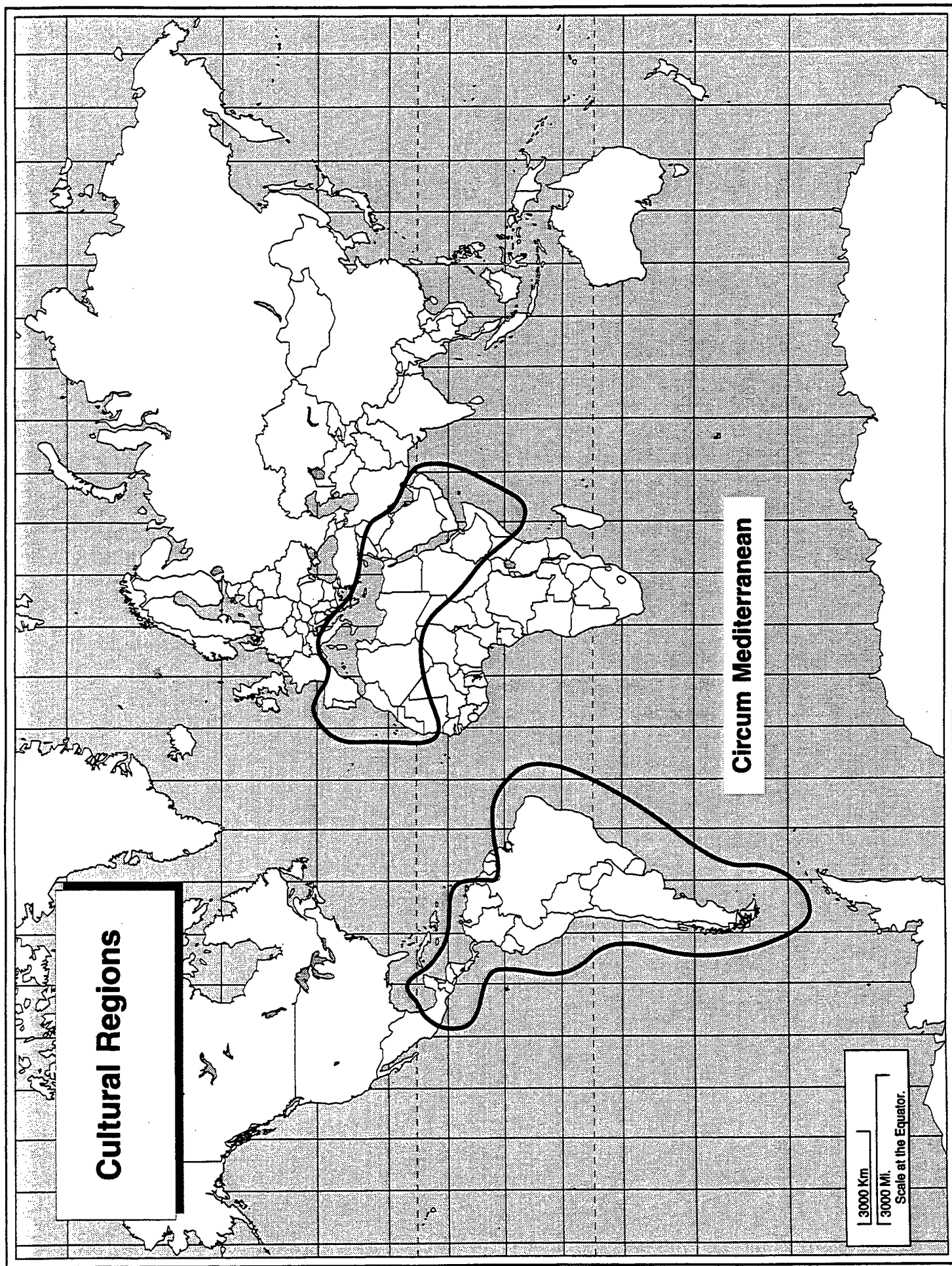
Region	Culture	Additional Descriptors
American (cont)		
	Carib	Eastern Cariban Peoples
	Panare	Eastern Cariban Peoples
	Waiwai	Eastern Cariban Peoples
	Yabarana	Eastern Cariban Peoples
	Yekuana	Eastern Cariban Peoples
	Yanomamo	Marginal Peoples Of Venezuela
	Shiriana	Marginal Peoples Of Venezuela
	Waica	Marginal Peoples Of Venezuela
	Piaroa	Marginal Peoples Of Venezuela
	Daxca	Amazonian Peoples
	Desana	Amazonian Peoples
	Piratapuya	Amazonian Peoples
	Barazana	Amazonian Peoples
	Guanos	Amazonian Peoples
	Cubeos	Amazonian Peoples
	Siona	Amazonian Peoples
	Correguaje	Amazonian Peoples
	Makaguaje	Amazonian Peoples
	Huitotos	Amazonian Peoples
	Yaguas	Amazonian Peoples
	Sonamas	Amazonian Peoples
	Kuibas	Amazonian Peoples
	Guayaberos	Amazonian Peoples
	Curripaos	Amazonian Peoples
	Piapocos	Amazonian Peoples
	Amoruas	Amazonian Peoples
	Puinables	Amazonian Peoples
	Witoto	Amazonian Peoples
	Cuaiqueres	Andean Peoples
	Jivaro	Andean Peoples
	Campa	Andean Peoples
	Aymaras	Andean Peoples
	Guambianos	Andean Peoples
	Amahuaca	Panoan Peoples
	Chacobo	Panoan Peoples
	Conibo	Panoan Peoples
	Siriona	Inland Tupian Peoples
	Mundurucu	Inland Tupian Peoples
	Tenetehara	Inland Tupian Peoples
	Camayura	Inland Tupian Peoples
	Tapirape	Inland Tupian Peoples
	Timbira	Ge Peoples
	Shavante	Ge Peoples

Region	Culture	Additional Descriptors
American (cont)		
	Coroa	Ge Peoples
	Apinaye	Ge Peoples
	Sherente	Ge Peoples
	Tupinamba	Guarani And Coastal Tupi Peoples
	Cayua	Guarani And Coastal Tupi Peoples
	Aweikoma	Botocudo And Caingang Peoples
	Botocudo	Botocudo And Caingang Peoples
	Caraja	Peoples of S. Central Brazil
	Trumai	Peoples of S. Central Brazil
	Nambicuara	Peoples of Mato Grosso
	Bacairi	Peoples of Mato Grosso
	Bororo	Peoples of Mato Grosso
	Umotina	Peoples of Mato Grosso
	Lengua	Peoples Of The Paraguayan Chaco
	Chamacoco	Peoples Of The Paraguayan Chaco
	Terena	Peoples Of The Paraguayan Chaco
	Guato	Peoples Of The Paraguayan Chaco
	Toba	Guaycuran Peoples
	Mataco	Guaycuran Peoples
	Abipon	Guaycuran Peoples
	Choroti	Guaycuran Peoples
	Caduveo	Guaycuran Peoples
	Mapuche	Araucanian Peoples
	Tehuelche	Patagonian Peoples
	Ona	Patagonian Peoples
	Yahgan	Fuegian Peoples
	Alacaluf	Fuegian Peoples
	Montagnais	Amerindians
	Dhegiha	Amerindians
	Mandan	Amerindians
	Seri	Amerindians
	Tarasco	Amerindians
	Tepoztlan	Amerindians
	Tzeltal	Amerindians
	Cabago	Amerindians
	Paez	Amerindians
	Chiriguano	Amerindians
	Uru	Amerindians
	Guana	Amerindians
	Bahia Brazilians	Amerindians
	Yanoama	Amerindians
	Pemon	Amerindians
	Warao	Amerindians

Region	Culture	Additional Descriptors
Circumpolar	Yukagirs	Paleo-Asiatic
	Kets	Paleo-Asiatic
	Chuvans	Paleo-Asiatic
	Ghilyaks (Nivkhis)	Paleo-Asiatic
	Yakut	Circumpolar Turkish
	Dolgans	Circumpolar Turkish
	Nentsi (Samoyeds)	Samodian Peoples
	Tavgis (Nganasans)	Samodian Peoples
	Entsi	Samodian Peoples
	Selkups (Ostyako-Samoyeds)	Samodian Peoples
	Ostyak	Samodian Peoples
	Harva	Samodian Peoples
	Koryak	North-East Asians
	Chukchi	North-East Asians
	Itelmens (Kamchadals)	North-East Asians
	Aleut	Eskimo
	Nunamiut	Eskimo
	Tareumiut	Eskimo
	Chugach Eskimo	Eskimo
	Nunivak Eskimo	Eskimo
	Copper Eskimo	Eskimo
	Caribou Eskimo	Eskimo
	Angmagsalik	Eskimo
	Iglulik	Eskimo
	Polar Eskimo	Eskimo
	Kaska	Canadian Athapaskans
	Chilcotin	Canadian Athapaskans
	Sarsi	Canadian Athapaskans
	Slave	Canadian Athapaskans
	Carrier	Canadian Athapaskans
	Ingalik	Alaskan Athapaskans
	Tanaina	Alaskan Athapaskans
	Nabesna	Alaskan Athapaskans
	Kutchin	Alaskan Athapaskans
	Tahltan	Alaskan Athapaskans
	Livs	Circumpolar Finno-Ugrians
	Lapps (Saami)	Circumpolar Finno-Ugrians
	Vodi	Circumpolar Finno-Ugrians
	Komi-Permiaks	Circumpolar Finno-Ugrians
	Komi-Zyrians	Circumpolar Finno-Ugrians

Region	Culture	Additional Descriptors
Hybrid Cultures		
	Haitian	Caribbean Hybrid Cultures
	Barbadoans	Caribbean Hybrid Cultures
	Jamaicans	Caribbean Hybrid Cultures
	Puerto Ricans	Caribbean Hybrid Cultures
	Cubans	Caribbean Hybrid Cultures
	Santo Domingans	Caribbean Hybrid Cultures
	Canadian Hybrid Cultures	North American Hybrid Cultures
	US Hybrid Cultures	North American Hybrid Cultures
	French Polynesians	Polynesian Cultures
	American Polynesians	Polynesian Cultures
	British Polynesian	Polynesian Cultures

APPENDIX B
Maps of Cultural Regions



Cultural Regions

Circum Mediterranean

3000 Km

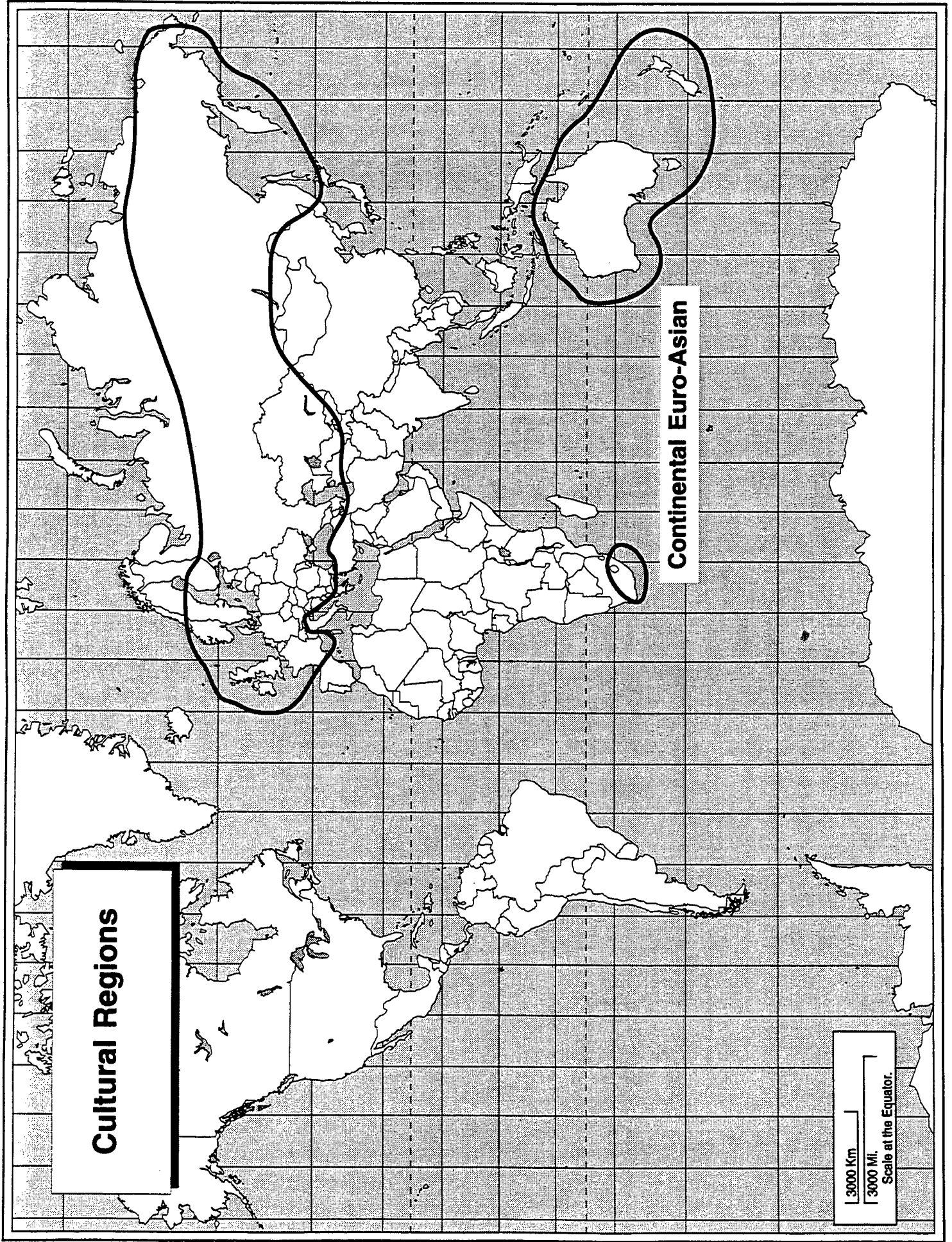
3000 Mi.

Scale at the Equator.

Cultural Regions

Continental Euro-Asian

3000 Km
3000 Mi.
Scale at the Equator.



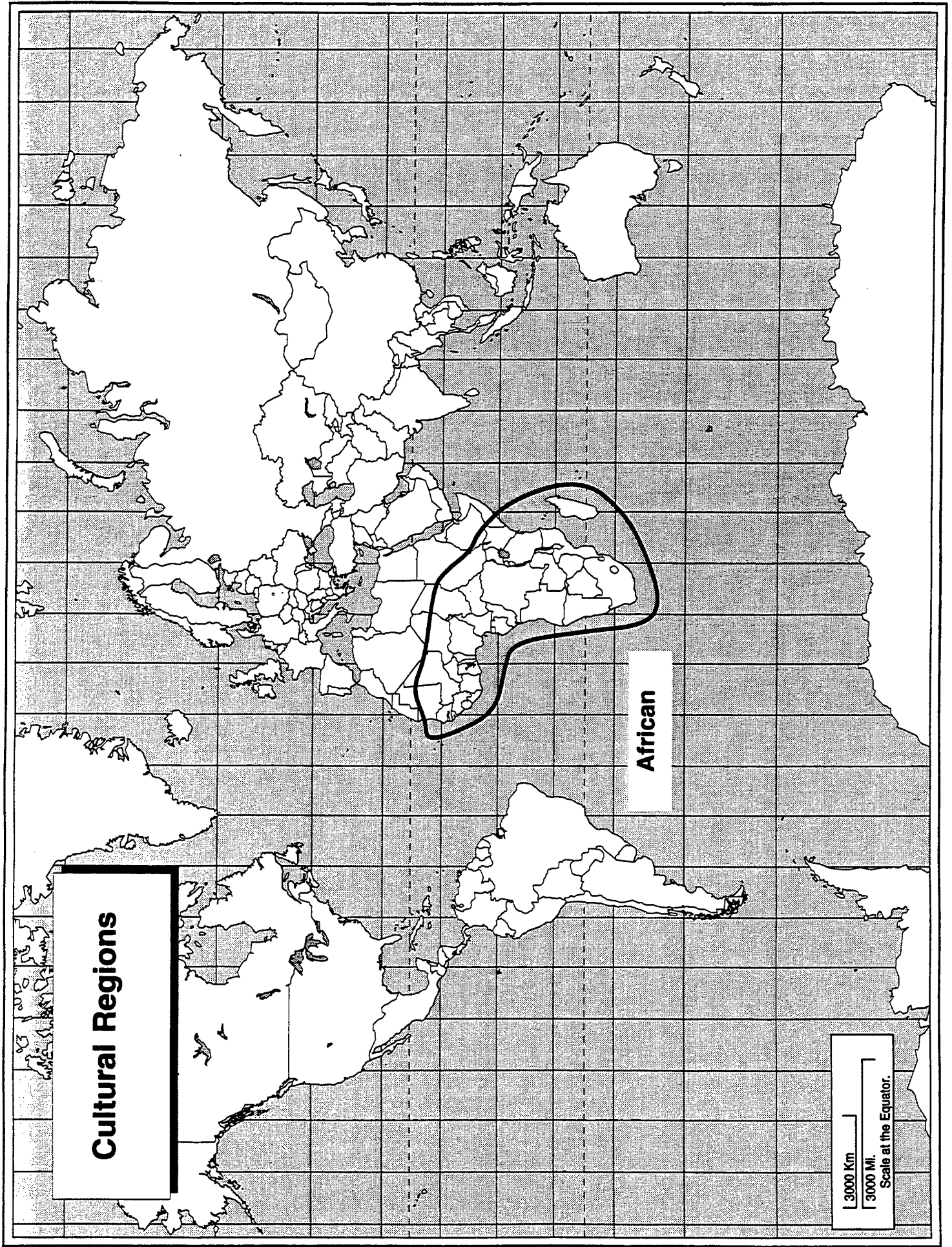
Cultural Regions

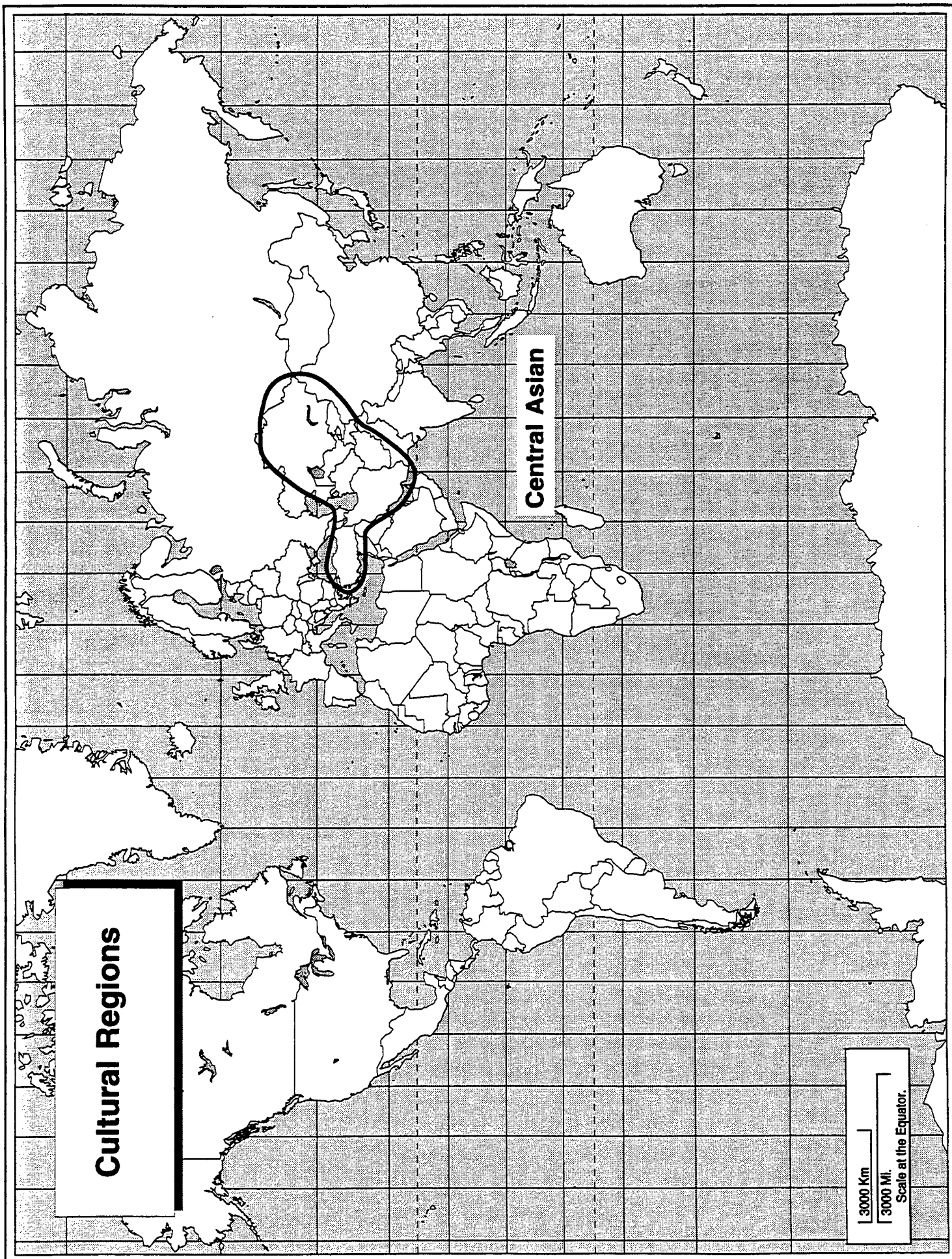
African

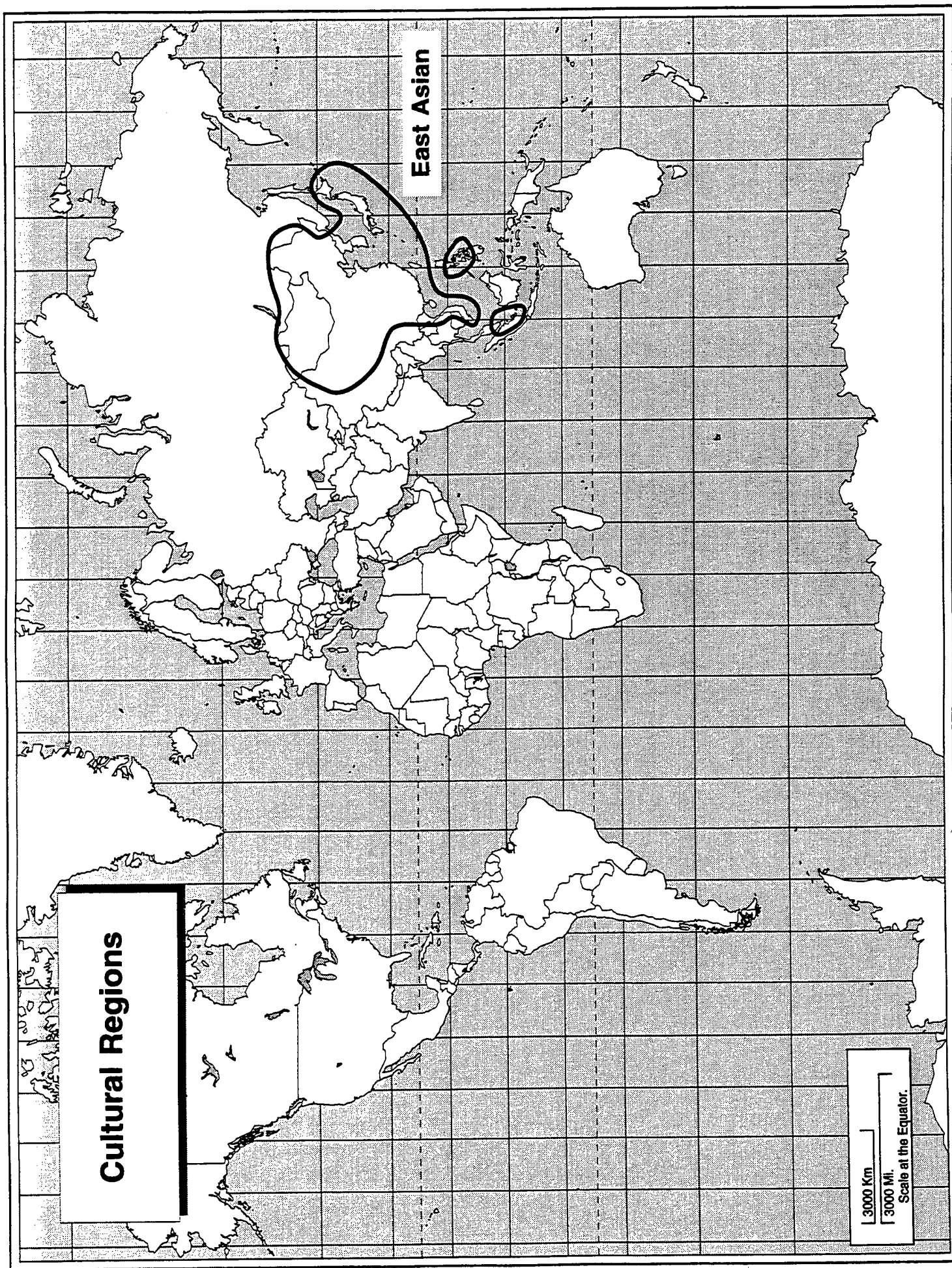
3000 Km

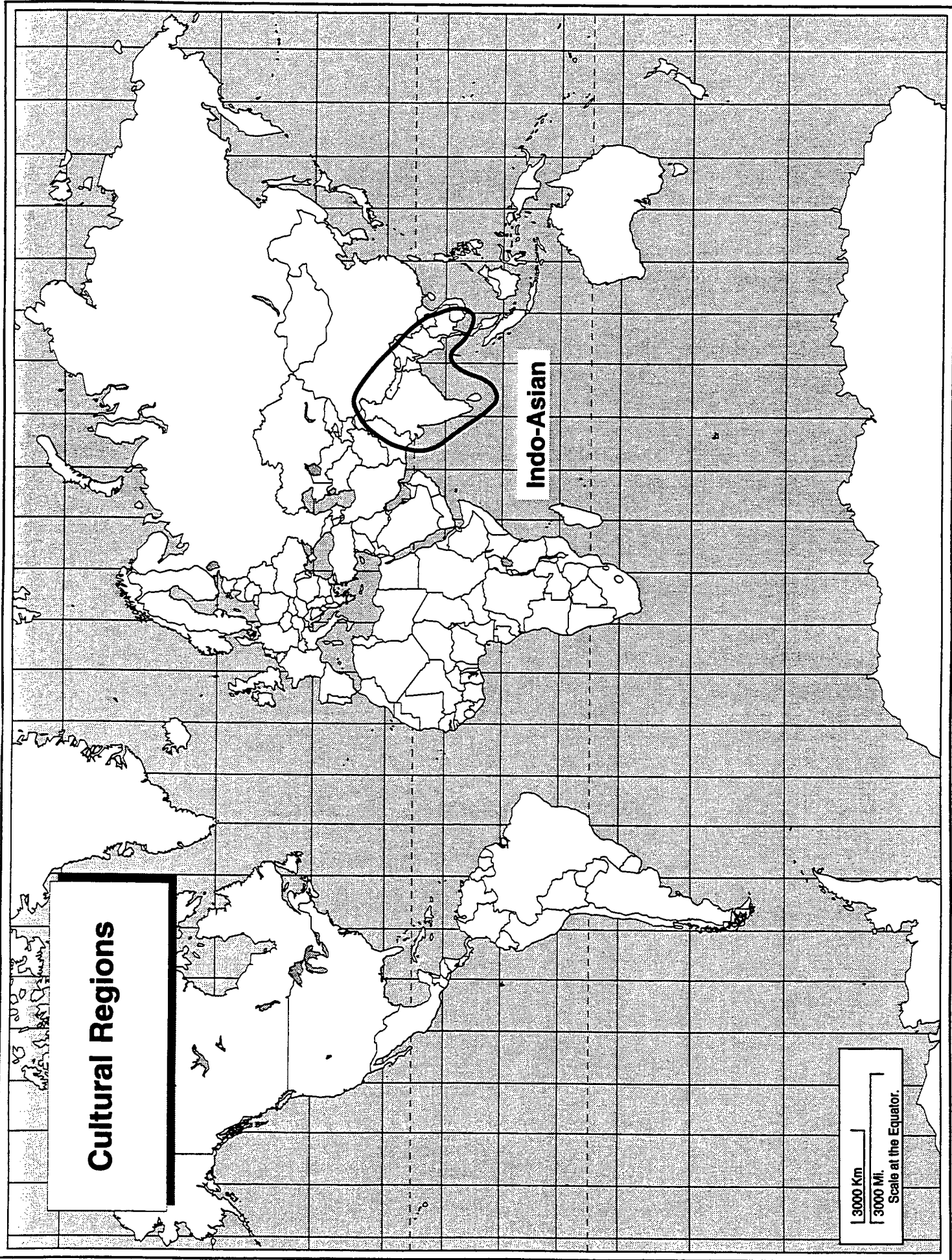
3000 Mi.

Scale at the Equator.





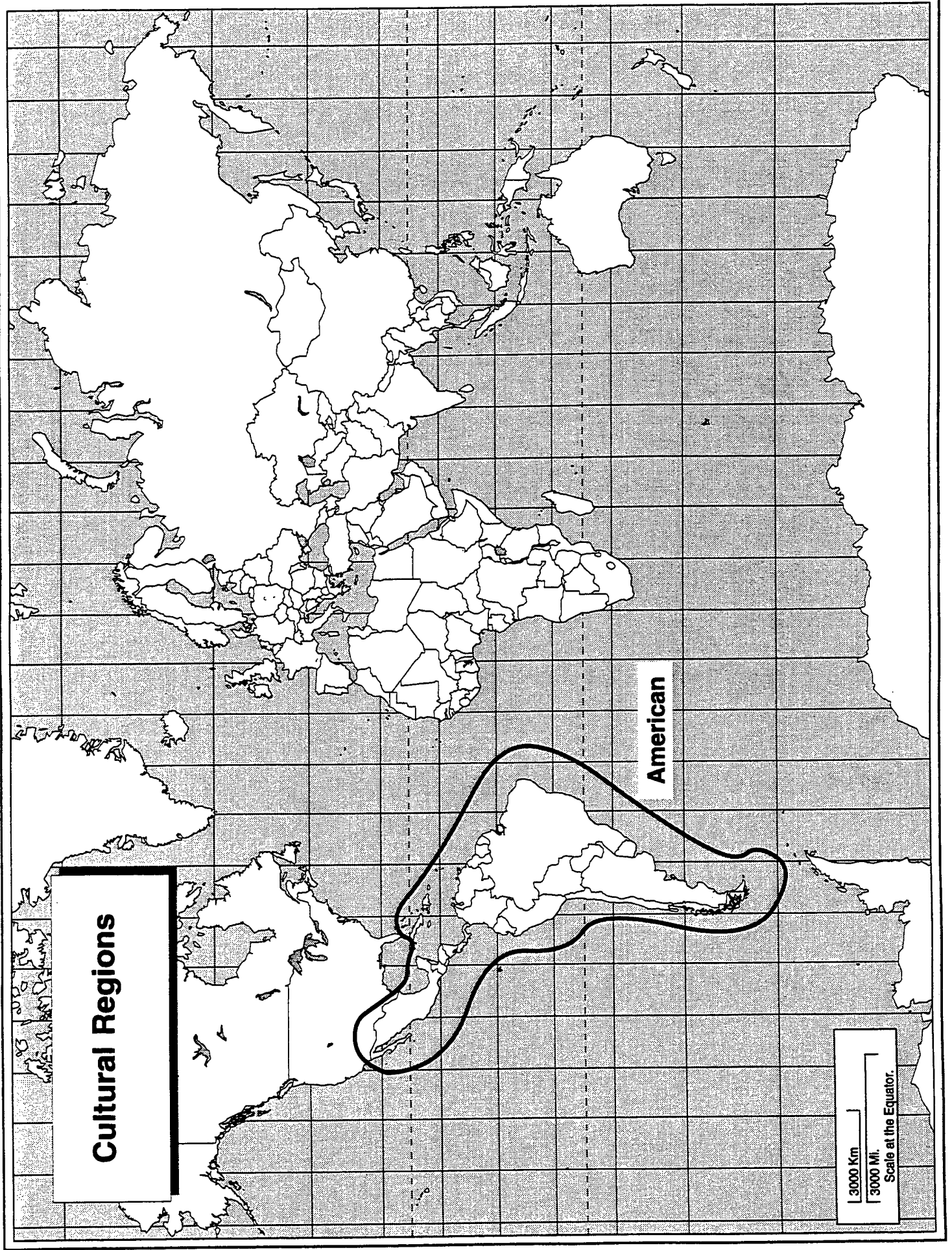




Cultural Regions

Indo-Asian

3000 Km
3000 Mi.
Scale at the Equator.



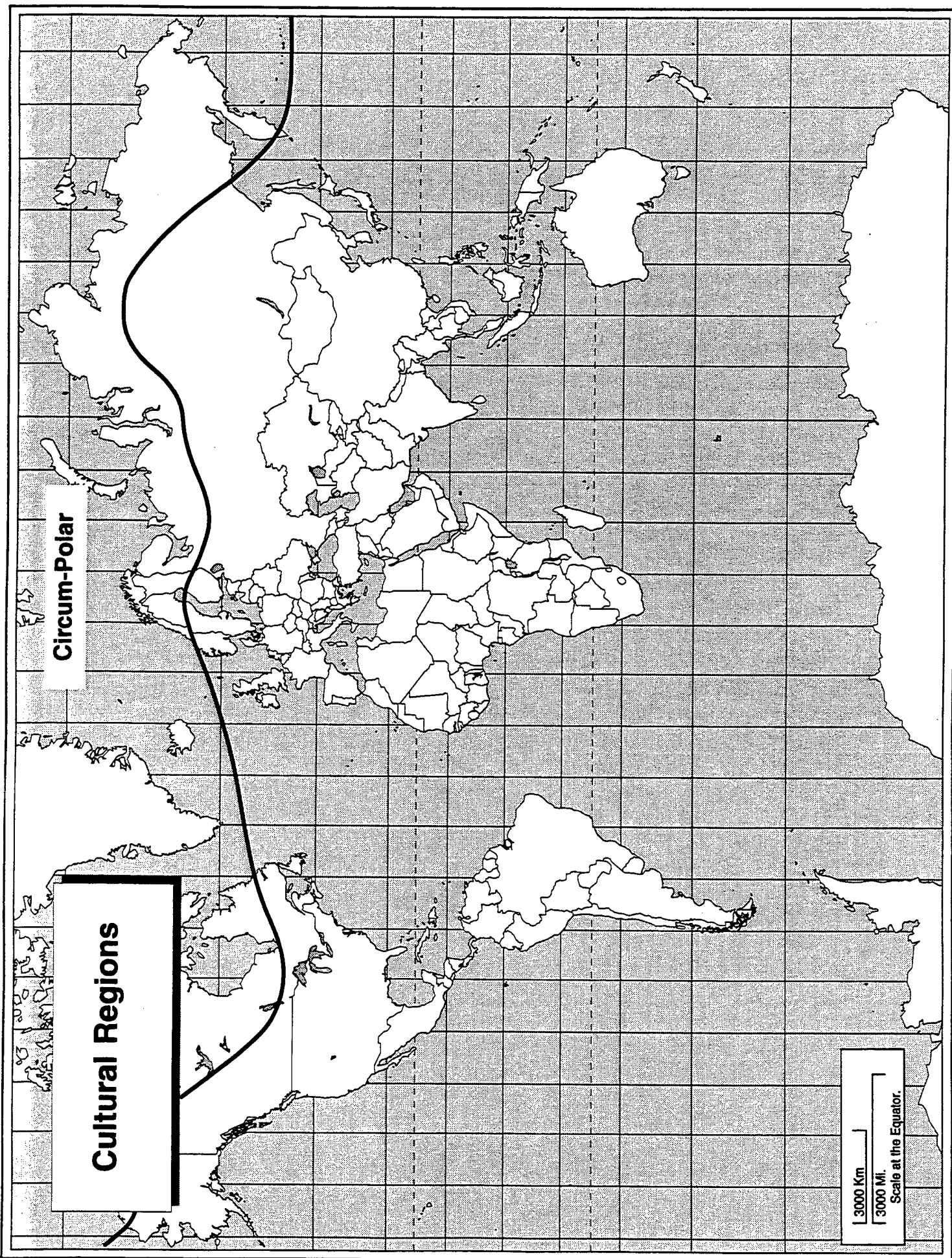
Cultural Regions

American

3000 Km

3000 Mi.

Scale at the Equator.



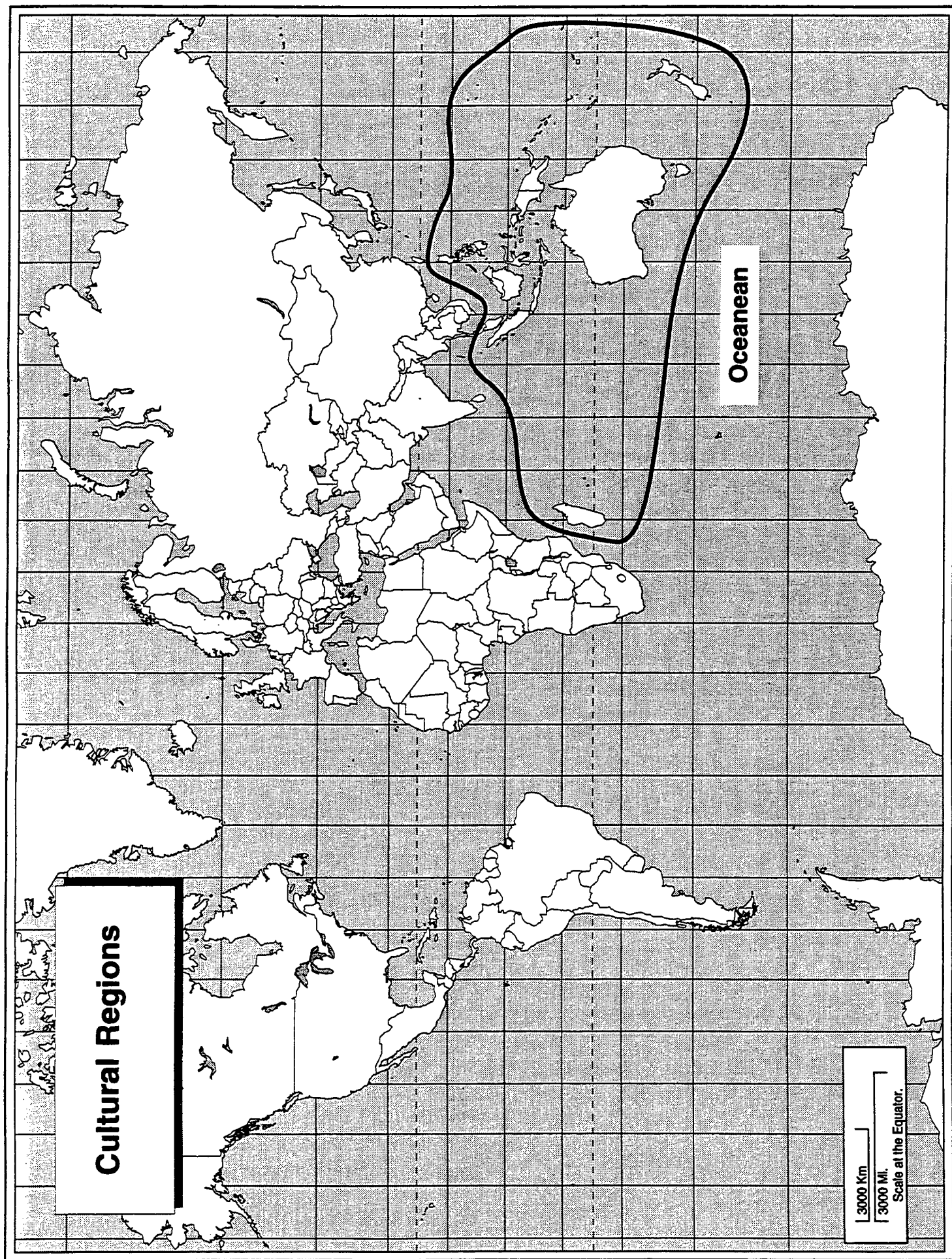
Circum-Polar

Cultural Regions

3000 Km

3000 Mi.

Scale at the Equator.



Cultural Regions

Oceanean

13000 Km

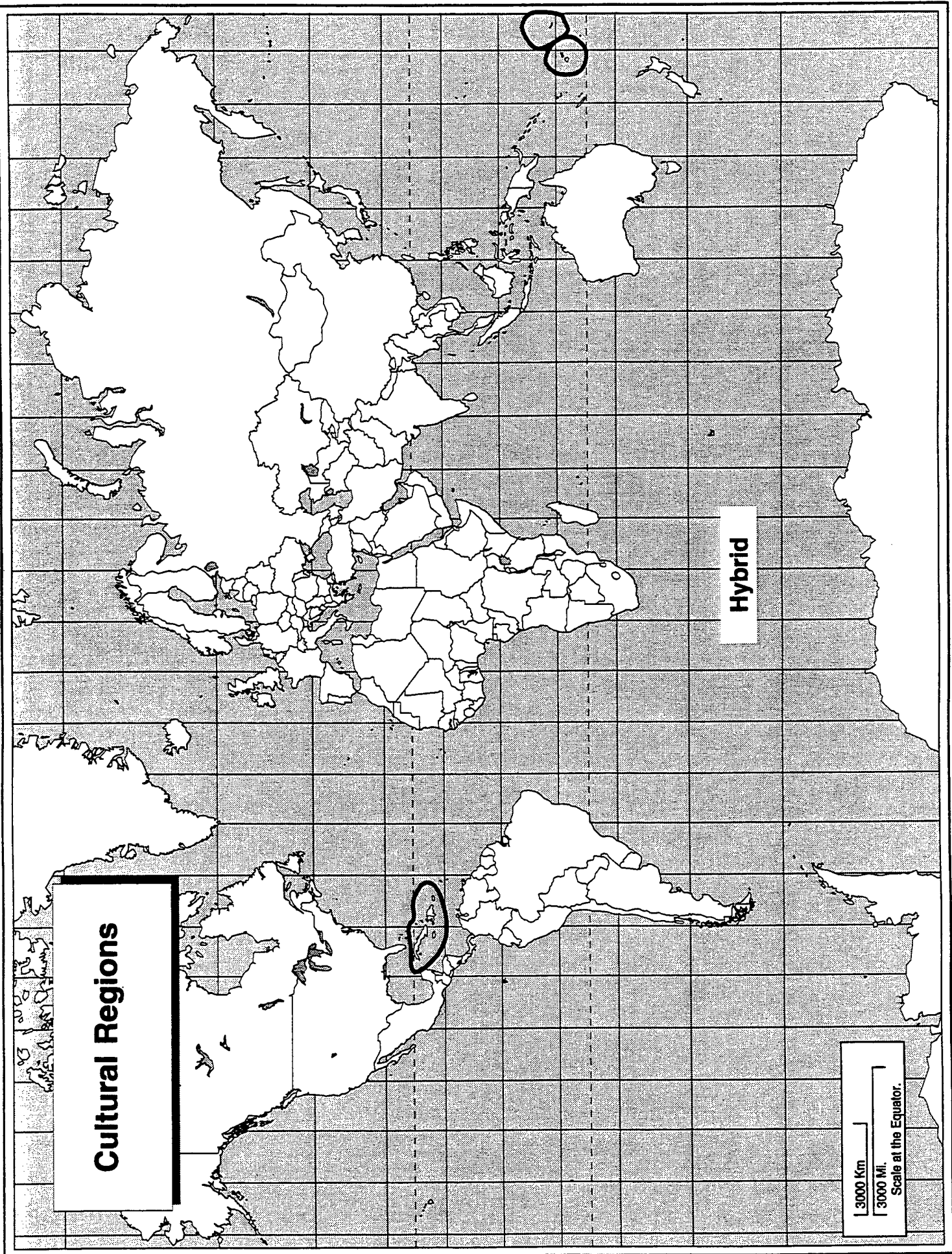
13000 Mi

Scale at the Equator.

Cultural Regions

Hybrid

3000 Km
3000 Mi.
Scale at the Equator.



APPENDIX C

Operationally-Relevant Cultures

Region	Culture	Size(m)	Location/Country	Language	Comment
Circum-Mediterranean	Arabs of the Maghreb	71	Morocco, Algeria, Tunisia, Libya	Arabic	
	Berber	5	Morocco, Algeria, Tunisia, Libya	Berber dialects	
	Tuareg	1.7	Morocco, Algeria, Tunisia, Libya	Berber dialects	
	Egyptians	60	Egypt	Arabic	
	Somali	6.2	Somalia	Somali	
	Oromo (Arusi Galla)	3	SC Ethiopia	Cushitic	
	Amhara	20	Ethiopia	Amharic	
	Tigrinya	6	Tigray, Ethiopia	Tigrinya	
	Jews	16+	Israel/Europe/Russia/Moldova/ Baltic Region	Yiddish/Hebrew/ National Languages	2m in Russia
	Arabs Of West Asia	26	Saudi Arabia, Yemen, Oman, Bahrain, UAE, Iraq, Syria, Lebanon, Kuwait	Arabic	
	Druze (Druses)	0.8	Syria, Lebanon	Arabic	
	Greeks	10.4	Greece, Macedonia, .3 in Russia	Greek	
	Italians	57.8	Italy	Italian	
	Sicilians	3.9	Sicily (Italy)	Italian	
	European Portuguese	10	Portugal, former colonies	Portuguese	
	Brazilian Portuguese	161	Brazil	Portuguese	
	European Spanish	27.59	Spain	Spanish	
	Catalans	8.45	NE Spain	Catalan	
	Basques	3.1	N Spain, S France	Euskara	
	Spanish Americans	400	Mexico to Argentina	Spanish	
	Gypsies	2	Hungary, Macedonia, Bulgaria, Slovakia	Romany (Gypsy)	Those in Russia & E Europe often speak local language
Continental Euro-Asian	Russians	271	Russia	Russian	
	Cossacks		Don River region, Ural Mts, N. Caucasus, etc	Russian	language has adopted some features of the Karelo-Vepsian, Lapp (Saami) and Nenets
	Ukrainians	50.1	Ukraine	Ukrainian, Russian	
	Crimeans	1.3	Ukraine	Ukrainian, Russian	
	Trans-Carpatho Ukrainians		Carpathian Mts of Ukraine	Ukrainian, Russian	
	East Ukrainians	18.6	E Ukraine, Russia	Ukrainian, Russian	
	Polish	40	Poland, Ukraine, Belarus	Polish	
	Czech	9.8	Czech Republic	Czech	
	Slovak	4.9	Slovakia	Slovak	
	Croat	4.04	Croatia	Croatian	formerly Serbo-Croatian language

Region	Culture	Size(m)	Location/Country	Language	Comment
Continental Euro-Asian cont.	Serb	7.3	WC Serbia, Bosnia, Montenegro	Serbian	formerly Serbo-Croatian language
	Bosnian	4.04	Bosnia	Bosnian	formerly Serbo-Croatian language
	Slovene	1.52	Slovenia	Slovenian	
	Macedonian	1.3	Macedonia	Macedonian, Serbo-Croatian	
	Montenegrin	0.5	Serbia	Serbian	formerly Serbo-Croatian language
	Bulgarian	7.2	Bulgaria	Bulgarian	
	French	58	France	French	
	Corsicans	0.33	Corsica (France)	French (English, Italian)	
	British	58.3	UK	English	
	Irish	3.2	Ireland	English, Irish	
	Anglo-Australians	18.06	Australia	English	
	Anglo-Africans		South Africa, Zimbabwe, Kenya	English	
	Germans	81.1	Germany	German	
	Austrian Germans	7.98	Austria	German	
	Swiss Germans	4	Switzerland	German	
	Dutch	15.45	Netherlands	Dutch	
	Afrikaans	27.5	South Africa	Afrikaans	
	Latvian	1.46	Latvia	Latvian, Russian	Latvia only 56% Latvian
	Lithuanian	3.03	Lithuania	Lithuanian, Russian	
	Albanian	5.16	Albania, Serbia	Albanian	1.8M in Kosovo Prov, Serbia
	Romanian	20.75	Romania	Romanian	
	Magyars (Hungarian)	11.34	Hungary, Romania, & West Russia	Hungarian	
	Estonians	1.02	Estonia	Estonian, Russian	
	Finnish	5.1	Finland	Finnish	
	Norwegians	4.35	Norway	Norwegian	
	Swedes	8.78	Sweden	Swedish	
	Danes	5.1	Denmark	Danish	
	Georgian	5.1	S Russia, W Azerbaijan	Georgian	
	Kabardinians	0.69	NW Caucasus	Adygel	Kabardino-Cherkess dialect of Adygel
	Adygels	0.41	NW Caucasus	Adygel	Kabardino-Cherkess dialect of Adygel
	Cherkess (Circassians)	0.38	NW Caucasus, Syria	Adygel	Abazin dialect of Abkhazian
	Abazins		NW Caucasus	Abkhazian	
	Abkhazians	0.51	NW Caucasus	Abkhazian	
	Avars	See cmt	Daghestan	Avaro-Andotsezian	4.5 m Nagh-Dahestan peoples
	Andotsezians		Daghestan	Avaro-Andotsezian	
	Laks		Daghestan	Lako-Dargin	
	Dargins		Daghestan	Lako-Dargin	
	Lesghins		Daghestan	Lesghin	
	Aguls		Daghestan		
	Rutuls		Daghestan		
	Tabasarans		Daghestan		

other names: Lesghians, Leks, Lekl, Lesghis

Region	Culture	Size(m)	Location/Country	Language	Comment
Continental Euro-Asian cont.	Tsakhurs		Daghestan		
	Udins		Daghestan		
	Chechens		C Caucasus	Chechen (Nakh)	1.17 Chechen & Ingush
	Ingushes		C Caucasus	Ingush (Nakh)	1.17 Chechen & Ingush
	Armenians		5 Armenia, Turkey, Lebanon, Azerbaijan	Armenian, English, Turkish, Azerbailjan	Armenian has 2 dialects: E & W
African	Ndebele		2 Zimbabwe	Bantu dialect & Zulu	
	Shona		8.5 Zimbabwe, Mozambique	Bantu dialect	
	Xhosa		4 South Africa	Bantu dialect & Zulu	
	Thonga		1.8 Swaziland	Bantu dialect	
	Tswana (Bechuana)		3.4 W Botswana	Bantu	
	Zulu		9 NE South Africa (Natal)	Zulu	
	Luba		Zaire (Katanga)	Bantu dialect	
	Ovimbundu		4 Angola	Ombundu	
	Mbundu		2 C Angola	Bantu	
	Suku (P'indi)		SW Zaire	Bantu dialect	
	Kongo		5 NE Angola, Zaire, Congo	Bantu	
	Yao		1 N Mozambique, Malawi	Bantu dialect	
	Tanzanian Bantu		18 Tanzania	Bantu dialect	
	Kikuyu		5 C Kenya	Kiswahili, Bantu dialects	
	Kamba		2.7 Kenya	Swahili, Bantu dialect	
	Danda		1 W Uganda	Bantu dialect	
	Hutu (Ruanda)		10.5 Rwanda, Burundi	Bantu dialect	
	Tutsi		1.7 Rwanda, Burundi	Bantu dialect	
	Ibibio		3.3 S Nigeria	Ibibio (Benue-Niger)	
	Fon (Dahomeans)		0.9 Togo, Benin, Nigeria	Kwa family	
	Ibo		16 S Nigeria	Ibo	
	Yoruba		9 SW Nigeria	Yoruba	
	Ewe		1.5 Togo, Benin, Ghana	Ewe	
	Ashanti		1 C Ghana	Ashanti (Akan dialect)	
	Baule (Baoule)		2 N Ivory Coast	Ashanti	
	Wolof		3.5 Senegal, W Mali	Wolof (Niger-Congo)	
	Hausa		27 ? Niger, N Nigeria	Hausa	
	Fulani		7 C Nigeria, Senegal, Chad	Fulani	Fulani is a trade language
	Mende		2 NW Ivory Coast, Sierra Leone, Liberia	Mende	
	Songhai		0.85 C Mali, Niger, Burkina	Songhai, Hausa	
	Mossi		4.5 W Burkina Faso	Burkinabe	
	Senoufo		2 Ivory Coast, Burkina, mali	Burkinabe dialects	
	Dinka		S Sudan	Cushite dialect	
	Luo		3 Uganda, W Kenya	Luo (E. Sudanic dialect)	Uganda border

Region	Culture	Size(m)	Location/Country	Language	Comment
Central Asian	Baluch	1.2 Iran, Pakistan, Afghanistan, Oman	Baluch		
	Bachtlari (Basseri)	2 SW Iran	Luri, Persian		
	Pathan (Pukhtun)	16 Pakistan, Afghanistan	Pushu		
	Hazara	1.4 Pakistan, Afghanistan	Hazarli, Dari		
	Kurds	21.9 Turkey, Iraq, Iran, Armenia	Kurdish, Russian, national		
	Tajiks	9.3 Tajikistan, Uzbekistan, Pakistan, Afghanistan	Tajik, Russian, Persian		
	Ossetians (Eeron)	0.6 Georgian Caucasus area	Ossetian (dialect of Iranian), Russian, Georgian	Caucasian culture	
	Lurs	2.5 N Iran	Luri, Persian		
	Persian	61 Iran, Afghanistan, Bahrain, Oman	Persian (Dari)		
	Turks	48 Turkey	Turkish		
	Uzbeks	27.97 Uzbekistan, Afghanistan, Kazakhstan, Kirghistan, Tajikistan, Turkmenistan	Uzbek, Russian		
	Kazakhs	7.04 Kazakhstan	Kazakh		
	Azerbaijani (Azeri)	22.8 Azerbaijan, Armenia, Iran	Azerbaijani, Armenian, Russian	16% in Iran	
	Turkmeni	2.97 Turkmenistan	Turkmen, Russian	Kazakhstan, 42% Kazak	
	Kirghiz	3.72 Kirghistan	Kirghis, Russian	Kirghistan 66% Kirghiz	
	Kara-Kalpaks	0.98 Soviet Central Asia	Kara-Kalpak, Russian		
	Chuvashes	1.31 Volga regions	Chuvash, Russian		
	Bashkirs	3.86 Volga regions	Bashkirian, Russia		
	Uighurs	7.3 W China (Xinjiang), Central Asia	Uighur, Russian		
East Asian	Japanese	125.21 Japan	Japanese		
	Khalikha Mongols	2.3 Mongolia	Mongol dialect		
	Koreans	68.75 Korea, Russia, Japan, China	Korean		In Russia: Primorye Territory, Amur River, Central Asia, & Kazakhstan,
	Manchu	NE China	Chinese, Manchu		
	Okinawans	Okinawa	Japanese/Okinawan		
	Chinese Han	1093.14 Mainland China	29 dialects		
	Taiwanese Han	18.21 Taiwan	Mandarin Chinese		
	Hui	4.1 China	Mandarin and several dialects		
	Overseas Chinese	72.29 Philippines, Malaysia, Singapore, Thailand, Indonesia, Cambodia, Vietnam, Burma	Mandarin, original/focal dialects		Mainlanders who moved in during/after Revolution Shilte Mostern, Ningxia province
	Vietnamese	70.15	Vietnamese		
	Central Tibetans	5.1 Tibet, rest of China	Tibetan		
	Gurung (Gurkha)	15 Nepal	Nepali, Gurkhal		
Indo-Asian	Bhotia	1.26 Bhutan	Dzongha		

Region	Culture	Size(m)	Location/Country	Language	Comment
Indo-Asian cont.	Kachin	0.78	NE Myanmar, NW India, S China	Kachin , Burmese	2nd largest group in Myanmar
	Naga			Various	
	Burmese	31.8	Myanmar	Burmese	
	Karen	4.1	SE Myanmar, W Thailand	Karen, Burmese	
	Lao Lum	2.62	Laos	Lao	
	Central Thai	45.34	Thailand	Thai	
	Miao-Yao	6.7	China (Kweichow), Vietnam, Laos, Myanmar	Numerous dialects/languages	
	Khmer	9	Cambodia	Khmer (Cambodian)	
	Sinhalese	13.38	S&W Sri Lanka	Sinhalese, English	
	Indian Hindu	767.75	India, Sri Lanka	Hindi, various	
Oceanean	Indian Moslem	324	Pakistan, India, Bangladesh	Urdu, Bengali, various	Significant minorities in Africa, Oceania, Caribbean
	Sikh	18	NW India	Hindi, Punjabi	
	Mainland Malays	11.73	Malayan Peninsula	Malay	
	Filipino Christian	60.9	Luzon, Visayan Islands, Mindanao	Filipino (Tagalog)	
	Filipino Moslem	3.46	Mindanao	Filipino (Tagalog)	
	Jahalc	0.02	Sumatra	Jahalc, Bahasa Indonesian	
	Kubu		SE Sumatra	Bahasa Indonesian	
	Minangkabau	4.29	Sumatra (all over)	Bahasa Indonesian	
	Javanese	86.64	Java, Indonesia	Javanese, Bahasa Indonesian	
	Balinese	3.51	Bali, Sundu Islands	Balinese, Bahasa Indonesian	
American	Polynesian Peoples				Distinct due to long overlay of RC, Spain, USA
	Malagasy	11	Madagascar	Malagasy, French	
	Papulans	3.72	Coastal Papua, New Guinea	Motu	
	Quiche		Guatemala	Quiché	
	Miskito (Mosquito)		Nicaragua, Honduras	English	
	Quechua	2	Bolivia	Quechua	
	Aymaras	1.5	C Bolivia	Aymara	
	Haitian	4.8	Haiti	Creole	
	Cubans	10.99	Cuba	Spanish	
	French Polynesians		Tahiti, etc	French	
Hybrid Cultures	American Polynesians		Samoa, etc	English	French-based
	British Polynesian		Fiji, etc	English	

APPENDIX D

Conference Report

Conference of Culture Templates
Raleigh, NC
27-29 February 1996

The working draft then current of the Generic Culture Template, the preliminary draft version of the "Arabs of West Asia" Culture Template, the draft FID Mission Template, and a notional amalgamation of the Generic Culture and FID Mission Templates were presented to leading scholars, specialists, and practitioners at the Conference on Culture Templates, held 27-29 February 1996 in Raleigh, North Carolina.

In attendance were:

- Outside subject-matter specialists: Dr. Aida Beshara (independent consultant), Prof. Miriam Cooke (Duke University Arabic Department), Mr. Randall Elliott (Chief of the Politico-Military Bureau, US Department of State), Prof. Margaret Nydell (Head of the Arabic Department, Georgetown University), Ambassador Richard Parker (Middle East Institute), GEN William Richardson (former TRADOC Commander), Dean Karin Ryding (Dean of Interdisciplinary Programs, Georgetown University), COL Vladimir Sobichevsky (former DLI Commandant), and Dr. Tim Wallace (North Carolina State University).
- Government participants: Mr. Robert Blakeney (SWCS), MAJ Norvell DeAtkine (SWCS), Dr. Melissa Holland (ARI), LTC Terry Potter (NDU), and LTC Peter Williams (SWCS).
- Project staff: Dr. Ellen Franke (AGSI), Mr. David Hannaman (HumRRO), LTC Peter Kozumplik (CWL&C), and LTC Chris Wise (CWL&C).

The conference objectives were to:

- Review the Generic Culture Template to confirm the concept and to improve its utility as an analytical tool.
- Review the "Arabs of West Asia" Culture Template to state critical communications skills and to formulate criteria for prioritizing those communications skills.
- Review the FID mission, the draft FID Mission Template, and the notional procedures to link cultural requirements and mission requirements through the Composite Template.

The first two sessions of the conference provided an overview of the project, a description of Special Operating Forces (SOF), and Special Forces (SF) missions and current training programs. Participants were then divided into two work groups which independently reviewed the draft Generic Culture Template. Each group independently concluded that the template is a useful and comprehensive approach to describing a culture. Beyond that, the group members identified some redundancy in the draft template, they added and deleted some topics, they reorganized and restated other topics, and they identified additional communications skills.

In the third and fourth conference sessions, the draft "Arabs of West Asia" Culture Template was introduced and then separately reviewed by the work groups. Skills associated with elements of the template were identified and the work groups modified proposed criteria for assessing the importance of those skills. The work groups provided editorial and substantive comments regarding the accuracy of the template in describing Arab culture. The discussions led to

consideration of the various regional subsets of the culture and one group developed overall themes regarding Arab culture. Both groups contributed a significant number of skills to add to the template. A consensus was reached on two rating criteria: a) Will the behavior, if incorrectly done, cause offense? and b) will the behavior, if correctly done, elicit a positive response?

A persistent theme throughout the conference was the need to identify key features of American culture and to ensure that SF soldiers understood their own culture. Herein, it was noted that it could not be assumed that individual soldiers conform to US norms, hence the deletion of a criterion of "similarity to US behavior." One suggestion was to add a fourth category to the Generic Culture Template to describe US culture and behaviors; another was to template US culture independently.

The fifth session introduced the FID mission. Key points included in the original "read ahead" package regarding the FID mission were reviewed and revised FID Mission and Composite Templates were distributed.

The work groups were restructured for the sixth session to enable one group (generalists and military representatives) to review the mission and composite templates and another (Arab specialists and one SWCS instructor) to address the specific requirement in the FID Army Training and Evaluation Plan (ARTEP) that US soldiers must represent and comply with the US position on human rights. Herein:

- The human rights group was asked to identify culturally appropriate and effective methods to communicate US concerns to members of the Arab culture and to identify the cues or indicators within that culture that signal potential violations of US human rights expectations. This was accomplished with virtually complete consensus regarding appropriate themes and techniques of persuasion and with consensus regarding specific cues.
- Members of the mission group confirmed the importance of dealing with "non-duty" time, noting that many cross-cultural problems occur when the soldiers are not on duty. They also made recommendations for minor improvements in the template and they achieved consensus regarding process and content.

In the final session, each participant provided specific points for emphasis or revision from his or her own perspective. Both Professor Nydell and Ambassador Parker later expanded their oral comments with separately-submitted detailed and substantive written comments.

APPENDIX E

Preface to the Cultural Communication Skills Template — Generic

The *Cultural Communication Skills Template — Generic* was developed to provide a basis for *systematic* design of cultural training programs. Americans that need to interact with members of a culture other than their own will do their jobs better if they understand that culture. Cultural training programs thus aim to enhance the performance of an American within a target culture. But systematic approaches to the design of cultural-skills training have been unavailable. In general, training requirements are based on informal and subjective analysis of a culture. Consequently, the effectiveness of the resulting training is dependent on the intuition of training developers, training managers, and instructors.

The purpose of this Template is to organize cultural information for a specific purpose — the identification of specific cultural behaviors that *make a difference* and that *can be taught*. Identification is critically important; until a behavior can be described, nothing can be trained. The plethora of information about a target culture is of little practical use until the behaviors affected by the information can be described. Thus, we can know a great deal about a religion but, from a training perspective, we need to know how aspects of that religion affect behavior.

The Template provides a disciplined approach to collecting and organizing culture-specific information and identifying behaviors associated with that information. By itself, the Generic Template does not describe any specific culture. Rather, it focuses on what to look for and how to organize the information obtained from cultural informants, books, scholarly journals, magazine articles, and other sources in a manner that facilitates identification of specific behaviors linked to that information.

Development of the Template was very pragmatic. First, culture was defined as follows:

Culture is the set of traditional behaviors acquired through transmission from one generation to another within a discrete segment of the human race, sharing a racial or ethnic identity, a geographic location, a specified period of time, or any combination thereof.

From this definition, criteria were developed to begin describing specific cultures. These criteria were based strictly on how adequately they differentiated groups of human beings and whether they facilitated the identification of behaviors. Within this context, a structure was proposed, evaluated by expert opinion, and used to analyze specific cultures. Based on outcomes, the structure and content were re-evaluated and re-applied. The result, based on review of three cultures, is reflected in this volume.

The Template follows a traditional outlining format with three main sections and a hierarchy of sub-topics:

- I. Psychological Profile
- II. Shared History
- III. National/Regional Characteristics

Sections I and II enable description of a culture's key features. Section III reflects the acknowledgement that cultures exist at specific places and are linked to specific nationalities — both factors can affect or modify behavior.

As topics were organized and assimilated in this structure, *generic cultural behaviors* were identified and generally linked to *fourth-level* topic headings in the outline (e.g., I.A.1.a. or II.B.3.c.). These behaviors are intended to be cues or suggestions to assist the description of specific behaviors in a specific culture. In the Template the generic behaviors are indented, numbered and italicized. Though linked to the fourth-level topics, they are placed in the text following the complete topic hierarchy as a matter of convenience.

Appendix A reproduces the Template to the fourth level. In most cases, however, more elements exist in a hierarchy below the fourth-level. These amplify the topic and serve as additional cues to the search for and organization of culture-specific information.

Using The Template

The Template is a research guide that focuses a search through all of the information available on a culture. It also serves quite well as an interview protocol with experts and native informants. For each topic, informants are queried regarding key cultural information and, most importantly, about behaviors they have witnessed that are linked to that topic. The footer shown on each page has proved particularly useful when the Template is used in this role, since those queries tend to highlight gender, urban/rural, and other key differences within a topic domain.

Culture-Specific Templates

Using the same format, and often exactly the same topic headings, the intended result of the research is a *culture-specific* template with behaviors unique to the culture. Understanding, identifying, responding to, and perhaps performing, those behaviors is, in turn, the key to successful interaction with the culture.

The content of culture-specific templates differ from the Generic Template in several respects. They contain culture-specific topics and the cultural behaviors within them are described more acutely. For a given culture, some topics listed in the Generic Template may have no relevance at all within the target culture and might be eliminated. In particular, Section III of a culture-specific template may expand considerably if several countries are identified, or may shrink when national boundaries are considered less germane to the analysis.

Future Editions Of The Template

The Template is a living document. Although demonstrably useful in its present form, it would be surprising if the Template did not evolve as it is tested against other cultures. However, at all times the focus will be on ensuring its utility to the decision-maker and training manager.

APPENDIX F

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APPENDIX G

Workshop Instructions for Phases I, II, and III

(Note: Alternative wordings are shown in brackets)

Phase I Introduction

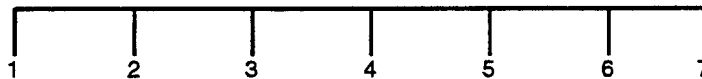
U.S. military personnel may be living and working in "West Asia" ["Russia", "Cuba"] and interacting with the Arab [Russian, Cuban] culture of that area (i.e., Saudi Arabia, Yemen, Oman, UAE, Qatar, Bahrain, Kuwait, Iraq, Syria, Lebanon, Israel, Jordan). Assume that they are there at the invitation of the host government. As official, invited travelers, some aspects of their visit are different from the average traveler or tourist, to include:

- They are in the region to do a specific job.
- They are there as a group, not individuals.
- They are there because their higher command ordered them there.
- They are under very specific legal and diplomatic control.

Using the scale below, please rate the impact of American soldiers not properly demonstrating each of the cultural communication skills or behaviors, (identified on the attached list) when interfacing with indigenous people. For example, if an American soldier ignores, or improperly executes a behavior, and doing so would have an extremely negative impact on his relationship with a member of the culture, that behavior would get the highest rating, i.e., a "7." If ignoring, or improperly executing a behavior would have minimal or no impact at all, the behavior would get a lower rating, even as low as "1." Your ratings should be based on the interactions between U.S. military personnel and the indigenous population (both military and civilian), with no regard to the rank of the military personnel involved (either U.S. and non-U.S.) or status/social standing of the local people except as noted in some of the items.

Rating Scale

Not properly demonstrating the behavior when interacting with indigenous people would have the following effect:



- 1 = **No Impact** (Not properly demonstrating the behavior would have no impact.)
- 2 = **Little Negative Impact**
- 3 = **Some Negative Impact** (Not properly demonstrating the behavior may cause embarrassment or upset indigenous people to a minor degree for a short period of time, but would not effect interrelationships.)
- 4 = **Moderate Negative Impact**
- 5 = **Considerable Negative Impact** (Not properly demonstrating the behavior may temporarily disrupt relationships.)
- 6 = **Very Negative Impact**
- 7 = **Extremely Negative Impact** (Not properly demonstrating the behavior may cause a total breakdown in rapport/collaboration that could result in total alienation or physical strife.)

Phase II Workshop Instructions

Based on the data obtained in the Phase I workshops, several clusters of items have been identified. (A cluster of items is defined as items who received ratings during the Phase I workshops that were NOT substantially different from each other.) The purpose of the Phase II workshop is to attempt to "un-cluster" the clustered items.

During this workshop base your ratings on the same context you used in Phase I:

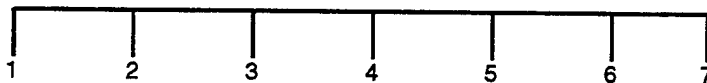
U.S. military personnel may be living and working in "West Asia" ["Russia", "Cuba"] and interacting with the Arab [Russian, Cuban] culture. Assume that they are there at the invitation of the host government. As official, invited travelers, some aspects of their visit are different from the average traveler or tourist, to include:

*They are in the region to do a specific job.
They are there as a group, not individuals.
They are there because their higher command ordered them there.
They are under very specific legal and diplomatic control.*

Your ratings should be based on the interactions between U.S. military personnel and the indigenous population (both military and civilian), with *no regard to the rank of the military personnel involved (either U.S. and non-U.S.) or status/social standing of the local people except as noted in some of the items.*

During Phase II, rather than rating the effect of not properly demonstrating the behavior (as you did in Phase I), you will be making "forced choices" in this workshop. In other words, you will be rating the effect of not demonstrating a behavior **in relation to other behaviors in the same cluster** using the following scale:

Not properly demonstrating the behavior when interacting with indigenous people would have the following effect:



1 = Less Impact Than Other Behaviors in the Cluster
7 = More Impact Than Other Behaviors in the Cluster

For each cluster, the directions will specify the minimum number of behaviors that must be assigned to each point on the scale. It is very important that you follow the directions!!

Phase III Workshop Instructions

Based on the data obtained in the Phase II workshops, several clusters of items have been identified. (A cluster of items is defined as items who received ratings during the Phase II workshops that were NOT substantially different from each other.) The purpose of the Phase III workshop is to attempt to "un-cluster" the clustered items. *During this workshop clustered items will be discussed by the group with the intent of rank ordering them. The majority decision will rule when there is disagreement regarding rank ordering clustered items. If there would be different reactions to the behavior in different countries, base your decisions on the worst case scenario.*

During this workshop base your ratings on the same context you used in Phases I and II:

U.S. military personnel may be living and working in "West Asia" ["Russia", "Cuba"] and interacting with the Arab [Russian, Cuban] culture. Assume that they are there at the invitation of the host government. As official, invited travelers, some aspects of their visit are different from the average traveler or tourist, to include:

*They are in the region to do a specific job.
They are there as a group, not individuals.
They are there because their higher command ordered them there.
They are under very specific legal and diplomatic control.*

Your ratings should be based on the interactions between U.S. military personnel and the indigenous population (both military and civilian), with ***no regard to the rank of the military personnel involved (either U.S. and non-U.S.) or status/social standing of the local people except as noted in some of the items.***

During Phase III, you will again be making "forced choices". In other words, you will be ranking the impact of not demonstrating a behavior **in relation to other behaviors in the same cluster**. The 76 clusters range in size from 2-4 behaviors. The group will be asked to identify the behavior that has the *most* impact first.

APPENDIX H

Behaviors Weighted by Culture — Arabs of West Asia

Item No	Behavior	Culture Weights	Culture Rankings
205	Understand that images of Mohammed are prohibited	7.00	1
289	Avoid committing a crime	6.99	2
015	In Saudi Arabia, never enter a mosque	6.97	3
058	Never imply that someone is a homosexual	6.96	4
243	Avoid drug use	6.95	5
087	Avoid touching behaviors with members of opposite sex (except a handshake in a business situation)	6.93	6
014	Do not enter a mosque without permission	6.92	7
053	Men: Do not deal with Arab women	6.91	8
016	Remove shoes at entrance to mosque	6.89	9
073	Never use profanity	6.88	10
052	Avoid all physical contact with members of the opposite sex (Arab and non-Arab alike)	6.87	11
059	Avoid discussion of sexual matters in all contexts	6.85	12
246	Identify penalties for consuming liquor	6.84	13
242	Identify the legal and illegal drugs	6.83	14
245	Identify the legality of liquor	6.81	15
010	Be respectful near a mosque/prayer room—no loud music or shouting	6.80	16
311	Identify/respond to rank	6.79	17
439	Identify/respond to/model appropriate manner to deal with police regarding major traffic violation	6.77	18
296	Identify when religious law takes precedence over civil law	6.76	19
297	Identify police authority and responsibility	6.75	20
247	In general, anticipate complete abstinence for duration of stay	6.73	21
300	Model avoiding arrest	6.72	22
438	Identify/respond to/model appropriate manner to deal with police regarding minor traffic violation	6.71	23
216	Identify prohibited foods	6.69	24
424	Identify/respond to validity of US driver's license	6.68	25
437	Identify documents required for self, domestic animals, and vehicle	6.67	26
021	During Ramadan: do not eat, drink or smoke in public	6.65	27
025	Gestures/behaviors appropriate/inappropriate with religious leaders	6.64	28
002	Avoid dealings with Arab women	6.62	29
248	Identify the role that liquor plays	6.61	30
240	Avoid gambling activities	6.60	31
395	Model accepting and discharging personal financial obligations	6.58	32
177	Model planning and serving appropriate food/beverages	6.57	33
299	Identify arrest procedures	6.56	34
106	Identify/respond to attitudes towards actions taken by American government	6.54	35
440	Identify circumstances in which police should be involved	6.53	36
082	Avoid using offensive gestures in scripted conversation	6.52	37
139	Foreign women should dress modestly, following local customs	6.50	38
368	Identify/respond to/model how to address a senior	6.49	39
394	Identify/respond to/model knowing when to pay a debt	6.48	40
365	Identify/respond to/model whom to salute	6.46	41
370	Identify/respond to/model appropriate customs in the officers' mess	6.45	42
175	Model planning a social gathering for appropriate people	6.44	43
298	Identify a police officer	6.42	44
371	Identify/respond to/model appropriate customs in the sergeants' mess	6.41	45
383	Identify legality of private currency changers	6.40	46
302	Model avoiding confinement	6.38	47
040	Identify importance of Ramadan/Eid al-Fitr	6.37	48
030	Men: Do not inquire about female family members	6.36	49
041	Identify importance of Hajj/Eid al-Adha	6.34	50
089	Identify/respond to typical attitudes toward political authority	6.33	51

Item No	Behavior	Culture Weights	Culture Rankings
152	Avoid consumption of alcohol	6.32	52
042	Avoid Shiite neighborhoods on Ashura	6.30	53
077	Model maintaining appropriate eye contact with a woman during a scripted conversation	6.29	54
244	Identify the role that drugs play	6.28	55
238	Identify penalties for gambling	6.26	56
105	Identify/respond to perceived threats to cultural integrity	6.25	57
075	Identify/respond to insult in scripted conversation	6.24	58
287	Identify rigor with which laws are enforced	6.22	59
312	Identify missions, functions, structures, and special privileges of elite units	6.21	60
382	Identify places to exchange currency legally	6.20	61
027	Adopt appropriate dress	6.18	62
304	Identify relationships between the security organization and ethnic or minority groups	6.17	63
017	Do not take food into mosque	6.16	64
107	Identify/respond to attitudes towards American culture	6.14	65
303	Identify interfaces between security and military organizations	6.13	66
403	Identify/respond to the safety of the water supply	6.12	67
301	Identify conditions of confinement	6.10	68
425	Identify sources and requirements for international driver's license	6.09	69
358	Identify procedures for control of weapons and ammunition	6.08	70
285	Identify, by area, functions that the political organization performs	6.06	71
049	Use title, proper form of address in written communications	6.05	72
259	Identify degree of privacy expected	6.04	73
223	Model appropriate conversation	6.02	74
293	Identify criminal jurisdictions by type of offense	6.01	75
141	Identify/respond to/model wearing appropriate clothing	6.00	76
288	Identify categories of crime	5.98	77
170	Identify/model accepting/rejecting food/drink as appropriate	5.97	78
008	Identify a mosque	5.96	79
396	Identify negotiation parameters	5.94	80
176	Model issuing invitations	5.93	81
166	Model appropriate acceptance of invitation to social gathering	5.92	82
221	Model sitting appropriately	5.90	83
310	Identify category (officer/warrant/noncommissioned/other ranks)	5.89	84
443	Identify/respond to/model how to deal with reporting requirements	5.87	85
442	Identify/respond to/model contacting medical and road services	5.86	86
366	Identify/respond to/model when to salute	5.85	87
404	Identify/respond to generally-accepted/required immunizations	5.83	88
428	Model obtaining a local driver's license	5.82	89
426	Identify sources and requirements for local driver's license	5.81	90
429	Identify minimum and sensible levels of insurance required	5.79	91
427	Model obtaining an international driver's license	5.78	92
369	Identify/respond to/model how to address a junior	5.77	93
019	Do not talk to or walk in front of people praying	5.75	94
359	Identify/respond to the social roles played by the armed forces	5.74	95
360	Identify/respond to the importance assigned to social roles played by the armed forces	5.73	96
048	Use correct form of address in social situations	5.71	97
167	Identify/respond to/model appropriate greetings	5.70	98
171	Identify/respond to/model appropriate topics of conversation	5.69	99
308	Identify/respond to uniforms of different services	5.67	100
420	Model correctly addressing a letter	5.66	101
292	Identify the components of the legal system	5.65	102
294	Identify trial procedures by type of offense	5.63	103
290	Identify typical punishments	5.62	104
447	Identify/respond to required documentation	5.61	105
432	Model obtaining an insurance policy	5.59	106
393	Model having sufficient currency to cover routine requirements	5.58	107

Item No	Behavior	Culture Weights	Culture Rankings
031	Understand main taboos and avoid behaviors which can be offensive due to prohibited nature	5.57	108
222	Identify appropriate/inappropriate conversational topics	5.55	109
206	Identify a mosque	5.54	110
104	Identify/respond to notions of cultural superiority without giving offense	5.53	111
237	Identify the legality of gambling	5.51	112
160	Identify/respond to/model appropriate topics of conversation	5.50	113
217	Understand the role of ritual slaughtering of animals	5.49	114
286	Identify/respond to relations between civil and religious authorities	5.47	115
111	Identify when the resort to force is an appropriate means of conflict resolution	5.46	116
155	Model appropriate acceptance of invitation to business gathering	5.45	117
364	Identify/respond to tensions between military and economic roles	5.43	118
057	Identify/respond to attitudes towards American individuals	5.42	119
165	Identify/model appropriate time to arrive for a social call	5.41	120
140	Foreign men should NOT adopt local dress	5.39	121
385	Identify exchange rates and authorized variances thereunto in buying and selling currency	5.38	122
055	Model appropriate behavior in dealing with teachers or mentors	5.37	123
329	Identify administrative procedures	5.35	124
095	Identify/respond to deviations from American norms	5.34	125
448	Identify/respond to/model appropriate action regarding gratuities	5.33	126
405	Identify/respond to immunizations recommended by the US DoS	5.31	127
433	Identify/respond to/model how to rent, use, and return a car	5.30	128
277	Identify head of state and head of government	5.29	129
284	Identify areas in which the political organization is involved	5.27	130
080	Identify hostile gestures and respond	5.26	131
282	Identify/respond to conflict between cultural and national allegiances	5.25	132
283	Identify political relationships with ethnic or minority groups	5.23	133
099	Identify/respond to typical expressions of aggression	5.22	134
380	Identify definition of and attitudes toward accumulation of excessive wealth	5.21	135
081	Model using gestures appropriate to content and audience in scripted conversation	5.19	136
362	Identify/respond to the economic roles played by the armed forces	5.18	137
069	Model when and how to terminate a conversation	5.17	138
047	Correctly use title, proper form of address in business meetings	5.15	139
402	Identify/respond to main health risks for outsiders	5.14	140
398	Identify purchasing etiquette, to include inspection for quality	5.12	141
381	Identify legal controls placed on the import, exchange, and/or export of currency	5.11	142
255	Identify/respond to/model appropriate etiquette at communal bath	5.10	143
174	Identify/model appropriate subsequent follow-up	5.08	144
173	Identify/model appropriate behavior to conclude the call	5.07	145
172	Identify/model how long to stay	5.06	146
430	Identify sources of insurance	5.04	147
131	Identify/respond to types of rank within the culture	5.03	148
309	Identify/respond to key individuals directing the defense establishment	5.02	149
322	Identify interfaces between the defense establishment and internal security organizations	5.00	150
084	Identify/respond to hand motions during scripted conversation	4.99	151
320	Identify interfaces between commercial and military transportation services	4.98	152
201	Practice the appropriate manner of speaking when using a consecutive interpreter	4.96	153
144	Identify the importance of consensus in achieving meeting objectives	4.95	154
295	Identify relationships between the legal organization and ethnic or minority groups	4.94	155
054	Model appropriate behavior to child	4.92	156
202	Identify local sources of quality translation work	4.91	157
102	Identify/respond to the role of the individual within the family	4.90	158
441	Identify costs associated with police involvement	4.88	159
384	Find out currency conversion rates	4.87	160
390	Identify/respond to where and for what checks may be used	4.86	161
258	Identify public toilet facilities	4.84	162
367	Identify/respond to/model when not to salute	4.83	163

Item No	Behavior	Culture Weights	Culture Rankings
434	Identify typical road conditions	4.82	164
161	Identify/model how long to stay	4.80	165
388	Identify/respond to/model using banknotes and coins	4.79	166
399	Model a cash retail transaction	4.78	167
276	Identify differences on function of head of state and head of government	4.76	168
314	Identify mission, functions, and structures of strategic organizations	4.75	169
024	Identify religious leaders	4.74	170
363	Identify/respond to the importance assigned to economic roles played by the armed forces	4.72	171
022	Expect business hours to become erratic during Ramadan	4.71	172
386	Identify appropriate and sanctioned commissions for currency conversion	4.70	173
009	Identify a prayer room	4.68	174
361	Identify/respond to "non-military" activities performed by the armed forces	4.67	175
043	Identify/respond to events with significant emotional attachment (cf., II.B.3.)	4.66	176
179	Identify appropriate times to make condolence calls	4.64	177
147	Identify/model appropriate way to close scripted negotiation	4.63	178
153	Identify appropriate times to make business calls	4.62	179
154	Identify/model appropriate time to arrive for a business call	4.60	180
178	Identify appropriate tribute—flowers/card/memorial contribution	4.59	181
406	Model accounting for the difference between general practice and US DoS recommendations	4.58	182
151	Model participating in a banquet	4.56	183
103	Identify/respond to the role of the individual within a group	4.55	184
431	Identify/respond to prices	4.54	185
029	Identify/respond to displays of religious conflict	4.52	186
023	Do not undertake any serious training or joint maneuvers during Ramadan	4.51	187
315	Identify mission, functions, and structures of tactical and operational organizations and units	4.50	188
180	Identify/respond to/model appropriate greetings	4.48	189
291	Identify typical patterns of crime	4.47	190
330	Identify military personnel accession sources	4.46	191
145	Identify the importance of consensus in achieving negotiation objectives	4.44	192
115	Identify/respond to/model when avoidance is an appropriate means of conflict resolution	4.43	193
003	Consider family background when choosing a mediator, negotiator	4.42	194
184	Identify/respond to/model appropriate topics of conversation	4.40	195
067	Identify when not appropriate to initiate a conversation	4.39	196
328	Identify command and control doctrine and procedures	4.37	197
267	Identify/respond to culturally-significant fauna	4.36	198
093	Identify/respond to normal cultural expectations of and needs for political and social order and structure	4.35	199
060	Identify/respond to frequently-used euphemisms	4.33	200
391	Identify/respond to identification requirements for the use of credit cards or checks	4.32	201
098	Identify/respond to conditions causing stress in members of the culture	4.31	202
162	Identify/model appropriate behavior to conclude the call	4.29	203
260	Identify/respond to/model appropriate request to use a toilet	4.28	204
262	Model appropriate use of toilet	4.27	205
421	Model putting correct postage on domestic letter	4.25	206
307	Identify components of the defense establishment	4.24	207
275	Identify temporary aspects of political organization	4.23	208
274	Identify permanent aspects of political organization	4.21	209
156	Identify/respond to/model appropriate greetings	4.20	210
086	Identify hostile behaviors and respond appropriately during scripted conversation	4.19	211
113	Identify/respond to/model when mediation and arbitration are appropriate means of conflict resolution	4.17	212
357	Identify fiscal control procedures	4.16	213
109	Identify/respond to major learning styles within the culture	4.15	214
323	Identify linkages between organizational structure and ethnic or minority groups	4.13	215
313	Identify mission, functions, and structures of joint organizations	4.12	216
183	Identify/model accepting/rejecting food/drink as appropriate	4.11	217
092	Identify normal civil obligations	4.09	218
088	Identify/respond to expressions of attitude regarding legal systems	4.08	219

Item No	Behavior	Culture Weights	Culture Rankings
435	Model planning the most economical route in terms of time and money	4.07	220
159	Identify/model accepting/rejecting food/drink as appropriate	4.05	221
101	Identify/respond to the relative importance of larger groups to the individual	4.04	222
215	Know that dancing is generally an inappropriate activity to be avoided	4.03	223
186	Identify/model appropriate behavior to conclude the visit	4.01	224
065	Model appropriate behavior during scripted negotiations	4.00	225
375	Identify/respond to prestige/social status conferred by wealth	3.99	226
352	Model obtaining needed maintenance support	3.97	227
389	Identify/respond to where and for what credit cards can typically be used	3.96	228
066	Identify culturally-unacceptable compromises in scripted negotiations	3.95	229
146	Identify/model appropriate way to close scripted meeting	3.93	230
148	Identify/respond to time to arrive for a formal banquet	3.92	231
374	Identify importance of wealth	3.91	232
185	Identify/model how long to stay	3.89	233
355	Model obtaining needed transportation support	3.88	234
354	Identify/respond to procedures for obtaining transportation support	3.87	235
401	Identify main health risks for members of the culture	3.85	236
327	Identify doctrine and procedures for conducting constabulary operations	3.84	237
376	Identify relative financial status of individual by outward display	3.83	238
261	Identify/respond to appropriate methods of cleaning up	3.81	239
417	Identify a mail box	3.80	240
416	Identify a post office	3.79	241
018	Identify Moslems at prayer	3.77	242
013	Identify/respond to times when religious observances are required	3.76	243
112	Identify/respond to/model when intellectual discussion and compromise are appropriate means of conflict resolution	3.75	244
020	Do not step on a prayer rug	3.73	245
273	Identify religious groups and regions in which they live	3.72	246
079	Identify scripted warnings and respond appropriately	3.71	247
272	Identify ethnic or minority groups and regions in which they live	3.69	248
007	Identify/respond to indicators of status in target culture	3.68	249
143	Identify/respond to/model appropriate way to begin scripted negotiation	3.67	250
181	Identify/model appropriate methods of expressing condolences	3.65	251
241	Identify the role that gambling plays	3.64	252
189	Identify the importance of language in defining the culture	3.62	253
321	Identify research and development capabilities	3.61	254
305	Identify external influences that have molded the professional ethic	3.60	255
011	Recognize call to prayer	3.58	256
169	Identify/model appropriate seating/posture	3.57	257
346	Identify/respond to/model compliance with supply accounting procedures	3.56	258
347	Identify normal sources and availability of service support	3.54	259
344	Identify/respond to procedures for obtaining supply support	3.53	260
351	Identify/respond to procedures for obtaining maintenance support	3.52	261
158	Identify/model appropriate seating/posture	3.50	262
164	Identify appropriate times to make social calls	3.49	263
378	Identify approved and disapproved means of acquiring wealth	3.48	264
392	Model using credit cards and checks as appropriate	3.46	265
373	Identify indicators of wealth	3.45	266
397	Identify/model assessing quality based on price	3.44	267
422	Model putting correct postage on overseas letter	3.42	268
423	Model mailing parcel to US	3.41	269
410	Model making an international call	3.40	270
436	Buy a tank of gasoline	3.38	271
133	Identify when rank takes precedence over class	3.37	272
280	Identify key contemporary figures	3.36	273
114	Identify when legal remediation is an appropriate means of conflict resolution	3.34	274
150	Identify who is likely to be invited to a formal banquet	3.33	275

Item No	Behavior	Culture Weights	Culture Rankings
116	Identify political leaders and their significance	3.32	276
324	Identify doctrine and procedures for conducting combined conventional operations	3.30	277
064	Model appropriate turn-taking behavior during scripted conversation	3.29	278
061	Identify/respond to religious allusions in scripted conversation	3.28	279
220	Identify who generally sits down together	3.26	280
342	Identify doctrine and procedures for special training	3.25	281
326	Identify doctrine and procedures for conducting single-service conventional operations	3.24	282
331	Identify doctrine and procedures for conscription, recruiting, and accession	3.22	283
340	Identify doctrine and procedures for individual training in units	3.21	284
083	Demonstrate tactful refusal of more food	3.20	285
345	Model obtaining needed supplies and equipment	3.18	286
074	Use typical invocations of the deity in scripted conversations	3.17	287
056	Model appropriate behavior in dealing with students or proteges	3.16	288
257	Identify/respond to typical body scents	3.14	289
348	Identify/respond to procedures for obtaining service support	3.13	290
350	Identify/respond to normal sources and availability of maintenance support	3.12	291
268	Identify/respond to attitudes regarding domestic animals	3.10	292
353	Identify normal sources and availability of transportation support	3.09	293
387	Identify/respond to structure of currency	3.08	294
413	Identify/model how to send local and international telegrams	3.06	295
415	Identify classes of service and prices associated with them	3.05	296
419	Model renting a post office box	3.04	297
263	Identify broken toilet before use	3.02	298
418	Model buying stamps	3.01	299
325	Identify doctrine and procedures for conducting joint conventional operations	3.00	300
091	Identify/respond to normal cultural expectations from authority	2.98	301
306	Identify internal influences that have molded the professional ethic	2.97	302
343	Identify, by class of supply, normal internal and external sources and availability of material	2.96	303
188	Identify Standard Arabic as the officially-recognized language	2.94	304
096	Identify/respond to cultural concepts of individual identity	2.93	305
356	Identify procedures for the conduct of research and development	2.92	306
078	Identify scripted friendly gestures and respond appropriately	2.90	307
214	Convey appreciation	2.89	308
349	Model obtaining needed service support	2.87	309
207	Identify a private residence	2.86	310
149	Identify/respond to how long a formal banquet is likely to last	2.85	311
333	Identify doctrine and procedures for personnel assignments and use	2.83	312
341	Identify doctrine and procedures for unit training	2.82	313
076	Model maintaining appropriate eye contact with a man during a scripted conversation	2.81	314
408	Identify/respond to/model appropriate etiquette for incoming and outgoing calls	2.79	315
446	Identify most economical form of transport	2.78	316
407	Identify/respond to availability and costs associated with courier service	2.77	317
445	Identify/respond/model how to use public transportation	2.75	318
414	Identify/model how to access e-mail systems	2.74	319
411	Identify/respond to/model knowing when a facsimile may be sent	2.73	320
409	Model making a local call from a public telephone	2.71	321
012	Recognize the chanting of the Koran	2.70	322
279	Identify key historical figures	2.69	323
281	Identify/respond to the relative cohesion of the political organization	2.67	324
278	Identify the structure of governmental executive functions	2.66	325
239	Identify types of gambling	2.65	326
124	Identify/respond to how members of the culture consider their history	2.63	327
004	Identify/respond to appropriate standards of personal behavior	2.62	328
142	Identify/respond to/model appropriate way to begin scripted meeting	2.61	329
182	Identify/model appropriate seating/posture	2.59	330
122	Respond to cultural emotions aroused by key historical dates	2.58	331

Item No	Behavior	Culture Weights	Culture Rankings
072	Model appropriate elicitation techniques in scripted conversation	2.57	332
090	Identify /respond to typical attitudes toward educational authority	2.55	333
337	Identify doctrine and procedures for personnel disposition	2.54	334
379	Identify normal means of disposing of wealth	2.53	335
334	Identify typical career patterns	2.51	336
163	Identify/model appropriate subsequent follow-up	2.50	337
332	Identify doctrine and procedures for personnel classification	2.49	338
372	Identify/respond to how wealth is defined	2.47	339
412	Identify/model how to send local and international facsimiles	2.46	340
338	Identify retirement privileges and benefits	2.45	341
123	Respond to cultural emotions aroused by key historical figures	2.43	342
033	Avoid behaviors which can be offensive due to superstitions	2.42	343
335	Identify doctrine and procedures for military education and training	2.41	344
138	Identify/respond to/model appropriate grooming	2.39	345
316	Identify mission, functions, and structures of administrative organizations	2.38	346
108	Identify/respond to the value and importance ascribed to education	2.37	347
130	Identify class from clothing, mannerisms, speech patterns	2.35	348
068	Model how to initiate a conversation	2.34	349
050	React appropriately to men walking down the street holding hands	2.33	350
132	Identify sources of rank within the culture	2.31	351
028	Identify/respond to general range of topics appropriate for discussion	2.30	352
094	Identify/respond to individual order and structure	2.29	353
071	Identify inappropriate elicitation techniques	2.27	354
100	Identify/respond to the ways in which members of the culture respond to external stimuli	2.26	355
051	Model appropriate behavior toward member of the same sex	2.25	356
085	Identify friendly behaviors and respond appropriately during scripted conversation	2.23	357
097	Identify definitions of and responses to "mental illness"	2.22	358
336	Identify doctrine and procedures for civilian education and training	2.21	359
339	Identify doctrine and procedures for individual training in schools	2.19	360
319	Identify echelons of maintenance, supply, and services	2.18	361
200	Model using simplified English	2.17	362
110	Identify/respond to expected instructional styles	2.15	363
266	Identify/respond to culturally-significant flora	2.14	364
270	Identify typical occupations	2.12	365
254	Identify normal locations of bathing facilities	2.11	366
168	Identify/model exchange of personal information/calling cards	2.10	367
187	Identify/model appropriate subsequent follow-up	2.08	368
264	Model appropriate action regarding broken toilet	2.07	369
400	Model a credit retail transaction	2.06	370
444	Identify/respond to/model how to obtain and use taxi	2.04	371
006	Identify/respond to behaviors in conflict with ethical norms	2.03	372
117	Understand Judeo-Christian roots of Islam	2.02	373
203	Know that the arabesque and calligraphy are important art forms for Arab culture	2.00	374
318	Identify logistics organizations and units	1.99	375
271	Identify typical education level	1.98	376
190	Identify/respond to religious reference in scripted conversation	1.96	377
129	Identify basis upon which class distinctions rest	1.95	378
119	Identify/respond to basic concept of history and impact on current events	1.94	379
005	Develop a personal relationship and find ways to exchange favors with counterparts	1.92	380
125	Identify disconnects between insider and outsider consideration of the same history	1.91	381
225	Identify/respond to correct serving and presentation techniques	1.90	382
377	Identify responsibilities accompanying the inheritance of wealth	1.88	383
191	Identify/respond to proverbs in scripted conversation	1.87	384
269	Identify overall demographic features	1.86	385
265	Identify/respond to water rituals and customs	1.84	386
063	Model appropriate response to interruptions during scripted conversation	1.83	387

Item No	Behavior	Culture Weights	Culture Rankings
062	Identify/respond to historical allusions in scripted conversation	1.82	388
192	Identify/respond to literary allusion in scripted conversation	1.80	389
253	Identify common modes of bathing	1.79	390
070	Model a telephone call	1.78	391
197	Read simple words and signs in Arabic	1.76	392
233	Identify/respond to the role of specific activities in the culture	1.75	393
136	Identify which classes normally have relationships across class lines	1.74	394
121	Identify key figures known to all members of the culture	1.72	395
137	Identify which activities enable relationships across class boundaries	1.71	396
046	Recognize probable religious affiliation from name	1.70	397
193	Identify/respond to historical reference in scripted conversation	1.68	398
026	Know that many shops are closed on Friday for Moslem merchants (also sometimes Thursday afternoon)	1.67	399
120	Identify key historical dates known to all members of the culture	1.66	400
198	Identify willingness of members of the culture to use English	1.64	401
032	Identify/respond to main superstitions	1.63	402
256	Identify normal bathing frequency	1.62	403
199	Identify ability of members of the culture to use English	1.60	404
127	Identify disconnects between outsider and insider consideration of the same history	1.59	405
157	Identify/model exchange of personal information/calling cards	1.58	406
227	Model not eating too much too soon	1.56	407
038	Identify/respond to attitudes regarding relativity of time	1.55	408
039	Write date with all numerals	1.54	409
317	Identify organization for accommodation and housekeeping	1.52	410
219	Eat typical foods	1.51	411
218	Identify how foods are typically prepared	1.50	412
128	Identify major themes from the culture's history that are relevant today	1.48	413
126	Identify how outsiders consider the culture's history	1.47	414
134	Identify the basis for mobility between social classes	1.46	415
001	Identify/respond to key concepts	1.44	416
044	Avoid telling jokes with Arab counterparts	1.43	417
232	Model appropriate participation	1.42	418
135	Identify the limits of upward or downward class mobility	1.40	419
194	Identify/respond to/model basic intonational patterns in scripted conversation	1.39	420
196	Model reading from a phrase dictionary	1.37	421
228	Identify how members of the society define the concept of discretionary time	1.36	422
204	Identify examples of calligraphy and the arabesque	1.35	423
195	Identify/respond to/model basic phrases in scripted conversation	1.33	424
226	Identify normal sequence of courses	1.32	425
224	Identify what meals are eaten at what times of the day	1.31	426
209	Identify the importance of poetry	1.29	427
045	Recognize components of name	1.28	428
210	Identify functions and purpose of prose	1.27	429
251	Model appropriate use	1.25	430
118	Identify major themes from mythology relevant to the culture today	1.24	431
208	Identify main genres of oral literature	1.23	432
236	Identify the role of sports in Arab culture	1.21	433
034	Identify/respond to attitudes regarding value of time	1.20	434
037	Identify manner in which time is written	1.19	435
235	Identify participatory and observer roles in sports	1.17	436
229	Identify how much time is typically available for leisure	1.16	437
036	Ask when lunch and supper are generally eaten	1.15	438
234	Identify soccer as the only commonly played sport	1.13	439
212	Identify folk instruments	1.12	440
213	Know that harmony is not common in Arab music—either vocal or instrumental	1.11	441
252	Identify the role that tobacco plays	1.09	442
249	Identify the legality of tobacco	1.08	443

Item No	Behavior	Culture Weights	Culture Rankings
231	Identify, by activity, participatory and observer roles in leisure activities	1.07	444
230	Identify common leisure activities	1.05	445
211	Identify functions and purpose of film	1.04	446
035	Ask when stores/offices/banks tend to be open	1.03	447
250	Identify penalties for using tobacco	1.01	448

APPENDIX I

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APPENDIX J

Behaviors Weighted by Culture — Russian

Item No	Behavior	Culture Weights	Culture Rankings
411	Identify circumstances in which police should be involved and costs associated with police involvement	7.00	1
363	Model surrendering visa and passport and retrieving	6.99	2
410	Identify/respond to/model appropriate manner to deal with police regarding major and minor traffic violation	6.97	3
220	Identify the legal and illegal drugs, and sanctions for using illegal drugs	6.96	4
334	Identify places to exchange currency legally	6.94	5
281	Identify / respond to rank	6.93	6
374	Identify/respond to the safety of the water supply and sources of potable water other than the tap	6.91	7
415	Identify/respond/model how to use public transportation	6.90	8
414	Identify/respond to/model how to obtain and use taxi	6.89	9
305	Identify / respond to / model whom to salute	6.87	10
222	Identify the role that liquor plays	6.86	11
038	Model appropriate behavior toward homosexual man	6.84	12
280	Identify category (officer / warrant / noncommissioned / other ranks)	6.83	13
306	Identify / respond to / model when and when not to salute	6.81	14
364	Identify stamp on visa	6.80	15
405	Identify/respond to/model how to rent, use, and return a car	6.78	16
416	Identify most economical form of long distance transport and how to use it	6.77	17
388	Model making an international call	6.76	18
417	Identify most economical form of international transport and how to use	6.74	19
391	Identify/model how to access e-mail systems	6.73	20
284	Identify mission, functions, and structures of strategic organizations	6.71	21
412	Identify/respond to/model contacting medical and road services	6.70	22
072	Identify/respond to typical expressions of aggression	6.68	23
006	Identify/respond to role of ethics, morality, and friendship in decision-making	6.67	24
373	Identify/respond to main health risks for outsiders	6.66	25
406	Identify typical road conditions	6.64	26
034	Model appropriate behavior toward married female	6.63	27
053	Identify/respond to insult in scripted conversation	6.61	28
223	Identify/respond to/model appropriate behavior regarding liquor, to include how to refuse more	6.60	29
335	Identify currency conversion rules , exchange rates, and sanctioned commissions	6.58	30
372	Identify main health risks for members of the culture	6.57	31
319	Identify/respond to attitudes toward corruption	6.56	32
359	Model renting an appropriate place to live in an urban area	6.54	33
347	Identify local measurements and model converting them to US measurements	6.53	34
309	Identify / respond to / model appropriate customs in the officers' mess	6.51	35
103	Identify social strata from clothing, mannerisms, speech patterns	6.50	36
343	Model transferring funds to/from home	6.48	37
387	Model making a local call from a public telephone	6.47	38
307	Identify / respond to / model how to address a senior	6.45	39
404	Model obtaining an insurance policy	6.44	40
339	Identify the role of banks in the financial system	6.43	41
408	Buy a tank of gasoline	6.41	42
394	Model buying stamps for domestic and overseas letters	6.40	43
396	Model correctly addressing a letter	6.38	44
389	Identify/respond to/model knowing when and how a fax may be sent	6.37	45
304	Identify tensions within the armed forces	6.35	46
285	Identify mission, functions, and structures of tactical and operational organizations and units	6.34	47
233	Identify/respond to potential conflicts between local and US values regarding ethnic/minority groups	6.33	48
318	Identify how corruption is defined	6.31	49
279	Identify / respond to key individuals	6.30	50
413	Identify/respond to/model how to deal with reporting requirements for auto accidents	6.28	51
278	Identify / respond to uniforms of different services	6.27	52
378	Identify/respond to professional qualifications of health care practitioners	6.25	53
155	Identify officially recognized languages used and contexts in which they are used	6.24	54
381	Identify/respond to/model acquisition and use of nonprescription medication	6.22	55

Item No	Behavior	Culture Weights	Culture Rankings
384	Model accounting for the difference between general practice and US DoS recommendations	6.21	56
379	Identify availability of local practitioners and model gaining access for treatment	6.20	57
221	Identify the role that drugs play	6.18	58
407	Model planning the most economical route in terms of time and money	6.17	59
375	Model water purification techniques	6.15	60
402	Model obtaining an international driver's license	6.14	61
353	Identify what services are available	6.12	62
401	Identify sources and requirements for international driver's license	6.11	63
310	Identify / respond to / model appropriate customs in the sergeants' mess	6.10	64
390	Identify/model how to send local and international telegrams	6.08	65
312	Identify/respond to prestige/social status conferred by wealth	6.07	66
302	Identify / respond to / model voice radio procedures	6.05	67
308	Identify / respond to / model how to address a junior	6.04	68
393	Identify mail boxes and post offices	6.02	69
397	Model mailing parcel to the USA	6.01	70
104	Identify/respond appropriately to conflicts in attitudes/local values towards individuals of other social strata	6.00	71
344	Model accepting and discharging personal financial obligations	5.98	72
293	Identify procedures for military education and training	5.97	73
409	Identify documents required for self, domestic animals, and vehicle	5.95	74
382	Identify/respond to/model acquisition and use of prescription medication	5.94	75
338	Model having sufficient currency to cover routine requirements	5.92	76
369	Identify/respond to voltage and cycles of electric current and necessary adapters (transformers/plugs)	5.91	77
007	Identify/respond to Russian perception of human rights	5.89	78
336	Identify/respond to/model using banknotes	5.88	79
057	Identify hostile gestures and respond	5.87	80
069	Identify/respond to Russian concept of "poryadok"	5.85	81
095	Identify how Americans consider the culture's history	5.84	82
371	Identify/respond to availability of telephone service	5.82	83
292	Identify typical career patterns in the military	5.81	84
083	Identify/respond to the value and importance ascribed to education	5.79	85
282	Identify/respond to pay issues	5.78	86
383	Identify/respond to immunizations generally accepted or recommended by the US DoS	5.77	87
283	Identify mission, functions, and structures of joint organizations	5.75	88
030	Use title, proper form of address in written communications	5.74	89
156	Identify/respond to/model basic phrases in scripted conversation	5.72	90
395	Identify services available at post offices	5.71	91
403	Identify minimum and sensible levels of insurance required and sources	5.69	92
046	Identify culturally-unacceptable compromises in scripted negotiations	5.68	93
277	Identify components of the defense establishment	5.67	94
249	Identify head of state and head of government	5.65	95
288	Identify command and control doctrine and procedures	5.64	96
333	Identify legal controls placed on the import, exchange, and/or export of currency	5.62	97
045	Model appropriate behavior during scripted negotiations	5.61	98
380	Identify types of health care facilities available and model gaining access for treatment	5.59	99
062	Identify hostile behaviors and respond appropriately during scripted conversation	5.58	100
096	Identify disconnects between Russian and American consideration of the same history	5.56	101
067	Identify/respond to normal cultural expectations from authority	5.55	102
289	Identify military personnel accession sources	5.54	103
314	Identify approved and disapproved means of acquiring wealth	5.52	104
370	Identify/respond to availability and uses of gas	5.51	105
290	Identify procedures for conscription, recruiting, and accession	5.49	106
079	Identify/respond to notions of cultural superiority without giving offense	5.48	107
376	Identify types of treatment in use	5.46	108
337	Identify/respond to where and for what credit cards can typically be used	5.45	109
081	Identify/respond to perceived threats to cultural integrity	5.44	110
352	Identify purchasing etiquette, to include inspection for quality of durable goods, clothing, etc.	5.42	111
287	Identify doctrine and procedures for conducting constabulary operations	5.41	112
340	Identify a bank	5.39	113
392	Identify classes of postal service and prices associated with them	5.38	114
342	Identify methods and parameters for economical transfer of funds	5.36	115

Item No	Behavior	Culture Weights	Culture Rankings
386	Identify/respond to/model appropriate etiquette for incoming and outgoing calls	5.35	116
262	Model avoiding committing a crime	5.33	117
059	Model avoiding offensive gestures in scripted conversation	5.32	118
286	Identify doctrine and procedures for conducting conventional operations	5.31	119
004	Identify appropriate financial exchanges during official interactions	5.29	120
229	Identify degree of privacy expected	5.28	121
080	Identify actual threats to cultural integrity	5.26	122
086	Identify/respond to/model accepted methods of conflict resolution	5.25	123
362	Identify/respond to levels of quality and price	5.23	124
051	Identify inappropriate elicitation techniques	5.22	125
296	Identify procedures for unit training	5.21	126
035	Identify characteristics of different generations and model appropriate behavior toward them	5.19	127
235	Identify/respond to extreme cold weather.	5.18	128
010	Identify/respond to indicators of status in Russian culture	5.16	129
291	Identify procedures for personnel classification, assignment and use	5.15	130
028	Correctly use title, proper form of address in business meetings	5.13	131
317	Identify/respond to accepted standards and practices in personal business transactions	5.12	132
297	Identify normal sources and availability of materiel	5.11	133
351	Identify negotiation parameters for durable goods, clothing, consumer goods, and food	5.09	134
355	Identify/model assessing quality based on source	5.08	135
164	Identify local sources, time required, and costs of quality translation work	5.06	136
341	Identify circumstances in which external accounts should be used	5.05	137
358	Identify/respond to options regarding a place to live in an urban area	5.03	138
368	Identify/respond to availability and uses of electricity	5.02	139
230	Identify/respond to/model appropriate request to use a toilet	5.00	140
357	Model negotiating to purchase services	4.99	141
232	Model appropriate use of toilet	4.98	142
295	Identify procedures for individual training in schools and units	4.96	143
231	Identify/respond to appropriate methods of cleaning up	4.95	144
385	Identify/respond to availability and costs associated with courier service	4.93	145
263	Identify typical patterns of crime	4.92	146
102	Identify basis upon which distinctions in social position rest in Russia	4.90	147
077	Identify/respond to attitudes toward authority figures	4.89	148
002	Identify/respond to differences in perceptions of key concepts between Russians and Americans	4.88	149
356	Identify negotiation parameters	4.86	150
082	Identify/respond to attitudes regarding specific aspects of American culture	4.85	151
303	Identify "non-military" activities performed by the armed forces	4.83	152
078	Identify/respond to responses to authority	4.82	153
047	Identify when not appropriate to initiate a conversation	4.80	154
076	Identify/respond to the role of the individual within a group	4.79	155
029	Use correct form of address in social situations	4.78	156
345	Model a cash retail transaction	4.76	157
354	Identify sources to provide services	4.75	158
377	Identify quality and thoroughness of health care regulation	4.73	159
350	Identify sources of durable goods, clothing, consumer goods, and food	4.72	160
070	Identify/respond to cultural concepts of individual identity	4.70	161
234	Identify/respond to weather patterns	4.69	162
052	Model appropriate elicitation techniques in scripted conversation	4.67	163
074	Identify/respond to the relative importance of larger groups to the individual	4.66	164
245	Identify ethnic or minority groups	4.65	165
313	Identify relative financial status of individual by outward display	4.63	166
316	Identify/respond to the hours covered by the typical work day	4.62	167
294	Identify retirement privileges and benefits	4.60	168
349	Identify typical frequency for grocery shopping	4.59	169
056	Identify scripted warnings and respond appropriately	4.57	170
266	Identify a member of the militia	4.56	171
033	Model appropriate behavior toward unmarried female	4.55	172
068	Identify normal civil obligations and note that this is changing	4.53	173
061	Identify friendly behaviors and respond appropriately during scripted conversation	4.52	174
264	Identify typical punishments	4.50	175

Item No	Behavior	Culture Weights	Culture Rankings
005	Identify/respond to Russian disregard for intellectual property	4.49	176
099	Identify current rate of change	4.47	177
320	Identify what social and community services are provided	4.46	178
321	Identify the role of the government in production	4.44	179
299	Identify normal sources and availability of transportation support	4.43	180
311	Identify/respond to how wealth is defined	4.42	181
399	Identify/respond to legal restraints on self-published materials	4.40	182
400	Identify/respond to effective means to distribute self-published materials	4.39	183
315	Identify/respond to the days covered by the typical work week	4.37	184
398	Identify sources for, availability of, and prices charged for newspapers and magazines	4.36	185
017	Understand main taboos and avoid behaviors which can be offensive	4.34	186
261	Identify categories of crime	4.33	187
065	Identify/respond to typical attitudes toward political authority	4.32	188
063	Identify/respond to typical attitudes towards legal systems	4.30	189
043	Model appropriate response to interruptions during scripted conversation	4.29	190
044	Model appropriate turn-taking behavior during scripted conversation	4.27	191
055	Identify scripted friendly gestures and respond appropriately	4.26	192
348	Identify/respond to typical types of food/beverage preservation	4.24	193
064	Identify/respond to typical attitudes toward family authority	4.23	194
418	Identify/respond to political controls on the education system	4.22	195
105	Identify the basis for mobility between social strata	4.20	196
246	Identify major religious groups	4.19	197
300	Identify procedures for the conduct of research and development	4.17	198
367	Model renting an appropriate room in a rural area	4.16	199
108	Identify/respond to/model wearing appropriate clothing	4.14	200
360	Identify/respond to options regarding temporary accommodation in an urban area	4.13	201
419	Identify various educational institutions in the Russian system	4.11	202
137	Identify/model accepting/rejecting food/drink as appropriate at a social gathering	4.10	203
139	Identify/model how long to stay at a social gathering	4.09	204
298	Identify / respond to normal sources and availability of maintenance support	4.07	205
260	Identify rigor with which laws are enforced	4.06	206
003	Identify/respond to accepted standards of personal responsibility	4.04	207
247	Identify permanent aspects of political organization	4.03	208
268	Identify relationships between the security organization and ethnic or minority groups	4.01	209
322	Identify the government role in allocating human and material resources	4.00	210
219	Understand that the social context of all forms of gambling is dangerous and the possibility of winning negligible	3.99	211
073	Identify/respond to the ways in which members of the culture respond to external stimuli	3.97	212
100	Identify/respond to perceived rate of change	3.96	213
109	Identify/respond to/model appropriate formality for introductions	3.94	214
032	Model appropriate behavior toward married male	3.93	215
110	Identify/model appropriate role in scripted meeting/negotiation	3.91	216
250	Identify differences in function of head of state and head of government	3.90	217
217	Identify/respond to attitudes regarding winning and losing	3.89	218
162	Model using simplified English	3.87	219
060	Model standing next to someone according to Russian concept of interpersonal space	3.86	220
163	Model appropriate use of a consecutive interpreter	3.84	221
330	Identify/respond to attitudes toward paying taxes	3.83	222
157	Model reading from a phrase dictionary	3.81	223
346	Identify/respond to clothing sizes for men and women	3.80	224
244	Identify literacy rate and level of compulsory education	3.78	225
224	Identify the role that tobacco plays	3.77	226
071	Identify/respond to conditions causing stress in members of the culture	3.76	227
012	Identify/model appropriate behavior during religious services or ceremonies	3.74	228
037	Identify/respond to attitudes towards American individuals	3.73	229
088	Identify/respond to the purpose of history and impact on current events	3.71	230
058	Model using gestures appropriate to content and audience in scripted conversation	3.70	231
024	Identify/respond to events of Russian history with significant emotional attachment	3.68	232
094	Identify/respond to how members of the culture consider their history	3.67	233
054	Model maintaining appropriate eye contact during a scripted conversation	3.66	234
124	Identify/model appropriate time to arrive for a business calls	3.64	235

Item No	Behavior	Culture Weights	Culture Rankings
257	Identify political relationships with ethnic or minority groups	3.63	236
161	Identify ability of members of the culture to use English	3.61	237
248	Identify temporary aspects of political organization	3.60	238
146	Identify/model how long to stay on a overnight visit	3.58	239
140	Identify/model appropriate behavior to conclude a social call	3.57	240
158	Read simple words and phrases in the Cyrillic alphabet	3.56	241
323	Identify types of resources available	3.54	242
275	Identify internal influences that have molded the professional ethic	3.53	243
152	Identify/respond to/model appropriate topics of conversation during a condolence call	3.51	244
036	Model appropriate behavior to child	3.50	245
144	Identify appropriate expectations of guests	3.48	246
269	Identify the cultural importance of a formal contract	3.47	247
160	Identify willingness of members the culture to use English	3.45	248
133	Identify/model appropriate time to arrive for a social call	3.44	249
031	Model appropriate behavior toward unmarried male	3.43	250
366	Identify/respond to options and levels of quality regarding temporary accommodation in a rural area	3.41	251
331	Identify the procedures for tax collection and the stringency with which tax collection is enforced	3.40	252
142	Model planning appropriate food/beverages	3.38	253
143	Model issuing invitations	3.37	254
121	Model responding to a toast	3.35	255
301	Identify fiscal issues affecting the armed forces	3.34	256
016	Gestures/behaviors appropriate/inappropriate with religious leaders	3.33	257
013	Identify/respond to gestures/body language in response to symbols	3.31	258
098	Identify/respond to cultural concepts of change	3.30	259
041	Identify/respond to frequently-used euphemisms	3.28	260
050	Model a telephone call that you initiated	3.27	261
009	Identify/respond to Russian perception of respect for the environment	3.25	262
324	Identify capabilities and procedures for resource production and distribution	3.24	263
243	Identify main demographic features	3.22	264
114	Identify/model appropriate way to close scripted meeting/negotiation	3.21	265
145	Identify/model appropriate guest obligations	3.20	266
153	Identify/model how long to stay	3.18	267
329	Identify types of taxes imposed	3.17	268
132	Identify appropriate times to make social calls	3.15	269
066	Identify /respond to typical attitudes toward educational authority	3.14	270
225	Identify common modes and frequency of bathing	3.12	271
267	Identify interfaces between security and military organizations	3.11	272
255	Identify key contemporary figures	3.10	273
135	Identify/respond to/model appropriate greetings	3.08	274
138	Identify/respond to/model appropriate topics of conversation at a social gathering	3.07	275
014	Identify a place of worship; model appropriate behavior near and inside a place of worship	3.05	276
040	Identify typical family relationships	3.04	277
026	Recognize components of Russian name	3.02	278
027	Identify Russian titles	3.01	279
122	Identify appropriate times to make business/professional calls	3.00	280
199	Identify religious/secular connotations regarding certain foods and beverages	2.98	281
084	Identify/respond to learning styles within the culture	2.97	282
202	Respond appropriately to distasteful foods	2.95	283
226	Identify normal locations of bathing facilities	2.94	284
147	Identify/model appropriate follow-up action after a overnight visit	2.92	285
120	Model making a toast at the appropriate time	2.91	286
148	Identify appropriate tribute—flowers/card/memorial contribution	2.89	287
042	Identify/respond to historical allusions in scripted conversation	2.88	288
113	Identify the importance of consensus in achieving meeting objectives/negotiation	2.87	289
049	Model when and how to terminate a conversation	2.85	290
048	Model how to initiate a conversation	2.84	291
270	Identify compliance/enforcement procedures / remedies	2.82	292
112	Identify/respond to/model appropriate way to begin scripted meeting/negotiation	2.81	293
123	Model making an appointment for a business/professional call	2.79	294
111	Identify seating arrangements in scripted meeting/negotiation	2.78	295

Item No	Behavior	Culture Weights	Culture Rankings
150	Identify/model appropriate methods of expressing condolences	2.77	296
332	Identify what economic requirements are met from indigenous sources	2.75	297
159	Identify/respond appropriately to signage	2.74	298
209	Identify normal sequence of courses for "obed"	2.72	299
154	Identify/model appropriate behavior to conclude a condolence call	2.71	300
197	Identify/respond to Russian attitude toward applied science.	2.69	301
196	Identify/respond to Russian attitude toward pure science.	2.68	302
023	Identify major holidays	2.67	303
025	Identify appropriate sources and targets of humor	2.65	304
011	Identify/respond to times when religious services occur	2.64	305
090	Identify methods of historical interpretation and impact on historical analysis	2.62	306
141	Model planning a social gathering for appropriate people	2.61	307
107	Identify/respond to/model appropriate grooming	2.59	308
134	Model appropriate acceptance of invitation to social gathering	2.58	309
259	Identify/respond to relations between civil and religious authorities	2.56	310
211	Identify how members of the society define the concept of discretionary time.	2.55	311
149	Identify appropriate times to make condolence calls	2.54	312
236	Identify overall geographical features	2.52	313
361	Identify/respond to methods of seeking temporary accommodation in an urban area	2.51	314
198	Identify/respond to Russian attitude toward technology	2.49	315
365	Identify patterns of rural housing	2.48	316
273	Model obtaining automotive insurance	2.46	317
242	Identify/respond to definitions of and attitudes toward domestic animals	2.45	318
093	Respond to cultural emotions aroused by key historical dates, events and figures	2.44	319
101	Identify reality vs. perception of social structures in Russian culture	2.42	320
271	Identify default procedures/remediation	2.41	321
089	Identify documentation requirements (or lack thereof) required by culture	2.39	322
128	Identify/model when to discuss business during scripted meeting/negotiation	2.38	323
125	Identify/respond to/model appropriate greetings during scripted meeting/negotiation	2.36	324
085	Identify/respond to expected instructional styles	2.35	325
115	Identify/respond to time to arrive for a formal banquet	2.33	326
256	Identify/respond to the relative cohesion of the political organization	2.32	327
136	Identify/model appropriate seating/posture at a social gathering	2.31	328
039	Identify typical marriage and divorce practices	2.29	329
126	Identify/respond to/model exchange of personal information/business cards during meeting/negotiation	2.28	330
328	Identify the market structure for industrial products	2.26	331
207	Identify what meals are eaten at what times of the day and how long such meals typically last	2.25	332
185	Identify current movie-watching habits	2.23	333
201	Identify how foods are typically prepared	2.22	334
215	Identify common participatory and observer sports and their role in Russian culture	2.21	335
254	Identify key historical figures	2.19	336
276	Identify key historical figures and their roles in molding the professional ethic	2.18	337
206	Model appropriate conversation	2.16	338
091	Identify major themes from history relevant to the culture today	2.15	339
216	Model appropriate participation	2.13	340
020	Identify manner in which time is written	2.12	341
327	Identify sources, availability, and costs of financing industrial operations	2.11	342
218	Identify/respond to definitions of gambling, types of gambling, and the legality of gambling	2.09	343
265	Identify the components of the legal system	2.08	344
204	Model appropriate use of eating utensils	2.06	345
205	Identify appropriate conversational topics	2.05	346
274	Identify external influences that have molded the professional ethic	2.03	347
130	Identify/model appropriate behavior to conclude scripted meeting/negotiation	2.02	348
117	Model participating in a banquet	2.00	349
210	Model eating appropriate quantities at appropriate times	1.99	350
118	Identify importance of guests from seating arrangements	1.98	351
127	Identify/model appropriate seating/posture during scripted meeting/negotiation	1.96	352
075	Identify/respond to the role of the individual within the family	1.95	353
177	Identify major prose writers	1.93	354
176	Identify/respond to functions, purpose and importance of prose	1.92	355

Item No	Behavior	Culture Weights	Culture Rankings
186	Model conveying appreciation of film	1.90	356
227	Identify/respond to typical bathing scents	1.89	357
097	Identify major themes from Russian history that are relevant today	1.88	358
092	Identify key date, events, and figures known to all members of the culture	1.86	359
087	Identify/respond to basic concept of history and impact on current events	1.85	360
258	Identify, by area, functions that the government performs	1.83	361
019	Identify/respond to attitudes regarding value of time	1.82	362
251	Identify the structure of governmental executive functions	1.80	363
253	Identify the structure of governmental legal functions	1.79	364
213	Identify/respond to common participatory and observer leisure activities and their role in Russian culture	1.78	365
129	Identify/model knowing when the business is concluded during scripted meeting	1.76	366
119	Model sitting in the correct place	1.75	367
131	Identify/model appropriate subsequent follow-up to meeting	1.73	368
203	Identify who generally sits down together	1.72	369
151	Identify/model appropriate seating/posture during a condolence call	1.70	370
212	Identify how much time is typically available for leisure.	1.69	371
238	Identify/respond to water-use and control patterns	1.67	372
184	Identify/respond to functions, purpose and importance of film	1.66	373
008	Identify/respond to Russian perception of respect for animals	1.65	374
272	Identify Russian attitudes towards insurance	1.63	375
200	Identify/respond to typical diet	1.62	376
252	Identify the structure of governmental legislative functions	1.60	377
106	Identify situations which bring together individuals from different social strata	1.59	378
018	Identify/respond to main superstitions and avoid behaviors which can be offensive	1.57	379
021	Identify/respond to attitudes regarding relativity of time	1.56	380
214	Model appropriate participation in leisure activities	1.55	381
228	Identify public toilet facilities	1.53	382
022	Write date with all numerals	1.52	383
208	Identify/respond to correct serving and presentation techniques	1.50	384
178	Identify Russian winners of Nobel prize for literature	1.49	385
116	Identify/respond to how long a formal banquet is likely to last	1.47	386
180	Identify/respond to functions, purpose and importance of theater	1.46	387
240	Identify/respond to culturally-significant flora	1.44	388
239	Identify/respond to water rituals and customs	1.43	389
237	Identify main water sources	1.42	390
165	Identify major art forms, their functions and importance	1.40	391
172	Model conveying appreciation of oral literature	1.39	392
241	Identify/respond to culturally-significant fauna	1.37	393
179	Model conveying appreciation of prose	1.36	394
171	Identify/respond to functions, purpose and importance of oral literature	1.34	395
175	Model conveying appreciation of poetry	1.33	396
174	Identify major poets	1.32	397
173	Identify/respond to functions, purpose and importance of poetry	1.30	398
325	Identify crops grown and methods	1.29	399
001	Identify cultural foundations for ethics and morality	1.27	400
170	Model conveying appreciation	1.26	401
192	Model conveying appreciation of ballet	1.24	402
015	Identify religious leaders	1.23	403
166	Model conveying appreciation of art forms	1.22	404
191	Identify/respond to functions, purpose and importance of ballet	1.20	405
167	Identify architectural styles	1.19	406
181	Model conveying appreciation of theater	1.17	407
169	Identify/respond to relevance and importance of architecture	1.16	408
183	Model conveying appreciation of opera	1.14	409
182	Identify/respond to functions, purpose and importance of opera	1.13	410
188	Model conveying appreciation of instrumental music	1.11	411
168	Identify purpose of buildings by form/materials/decoration	1.10	412
187	Identify/respond to functions, purpose and importance of instrumental music	1.09	413
193	Identify/respond to functions, purpose and importance of dance	1.07	414
194	Model conveying appreciation of dance	1.06	415

Item No	Behavior	Culture Weights	Culture Rankings
326	Identify how the agricultural sector is organized	1.04	416
190	Model conveying appreciation of vocal music	1.03	417
189	Identify/respond to functions, purpose and importance of vocal music	1.01	418
195	Model appropriate ballroom dancing	1.00	419

APPENDIX K

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APPENDIX L

Behaviors Weighted by Culture — Cuban

Item No	Behavior	Culture Weights	Culture Rankings
010	Identify/respond to respect for the environment dictated by ethics and morality	7.00	1
050	Identify culturally-unacceptable compromises in negotiations	6.92	2
221	Identify types of liquor produced and consumed	6.84	3
083	Identify/respond to manifestations of obedience and disobedience to authority	6.75	4
017	Identify a place of worship; model appropriate dress and behavior near and inside a place of worship	6.67	5
024	Identify/respond to historical events with significant emotional attachment	6.59	6
004	Identify appropriate and inappropriate financial exchanges with public/private officials	6.51	7
005	Identify/respond to role of ethics and morality in relationships	6.42	8
034	Model appropriate behavior toward a married female	6.34	9
040	Identify/respond to attitudes towards American individuals	6.26	10
043	Identify/respond to attitudes toward marriage and divorce	6.18	11
033	Model appropriate behavior toward an unmarried female	6.10	12
008	Identify/respond to respect for human rights dictated by ethics and morality	6.01	13
329	Identify/respond to attitudes toward corruption	5.93	14
031	Model appropriate behavior toward an unmarried male	5.85	15
036	Model appropriate behavior to a child	5.77	16
018	Identify/respond to basic beliefs and practices of Santeria	5.69	17
023	Identify major holidays	5.60	18
009	Identify/respond to respect for animals dictated by ethics and morality	5.56	19
266	Identify typical punishments for various crimes	5.44	20
060	Identify friendly and hostile gestures and respond appropriately	5.36	21
035	Identify characteristics of different generations and model appropriate behavior toward them	5.27	22
041	Model appropriate behavior toward homosexuals	5.19	23
039	Model appropriate behavior in dealing with students or proteges	5.11	24
015	Identify/model appropriate dress and behavior during religious observances	5.03	25
013	Identify/respond to basic beliefs and practices of Roman Catholicism	4.95	26
022	Write date with all numerals	4.86	27
222	Model appropriate use or avoidance of liquor	4.78	28
037	Model appropriate behavior and forms of address in giving direction to and receiving information from servants	4.70	29
030	Use correct form of address in written communications	4.62	30
016	Identify/respond to gestures/body language in response to symbols	4.53	31
415	Identify/respond to generally-accepted/required immunizations	4.45	32
088	Identify/respond to attitudes towards actions taken by American government	4.37	33
328	Identify how corruption is defined	4.29	34
104	Identify major social, economic, and political changes and the forces that drive them	4.21	35
082	Identify/respond to attitudes toward authority figures	4.12	36
080	Identify/respond to the role of the individual within the family, within a group, and within the state	4.04	37
409	Identify/respond to the professional qualifications of health care practitioners	3.96	38
093	Identify political traditions	3.88	39
038	Model appropriate behavior in dealing with teachers or mentors	3.80	40
058	Identify/respond to insult in a conversation	3.71	41
077	Identify/respond to typical expressions of aggression	3.63	42
026	Identify appropriate sources and targets of humor	3.55	43
327	Identify holidays	3.47	44
447	Identify/respond to the documentation required for travel on international public transportation	3.38	45
094	Identify/respond to political doctrines	3.30	46
267	Identify the levels of jurisdiction in the legal system	3.22	47
064	Identify/respond to concepts of interpersonal space	3.14	48
435	Model planning the most economical route in terms of time and money	3.06	49
081	Identify/respond to highly-personalized authority structure	2.97	50
012	Identify/respond to indicators of status in the culture	2.89	51
373	Identify the rationing procedures and quantities for durable goods	2.81	52
224	Model appropriate use or avoidance of tobacco	2.73	53
229	Identify/respond to/model appropriate request to use a toilet	2.64	54
162	Identify/model appropriate behavior to conclude a condolence call	2.56	55
169	Model reading from a phrase dictionary	2.48	56
220	Model appropriate use or avoidance of drugs	2.40	57
068	Identify/respond to attitudes toward legal systems	2.32	58

Item No	Behavior	Culture Weights	Culture Rankings
283	Identify the role of the United States in shaping Cuban military attitudes	2.23	59
049	Model appropriate behavior during negotiations	2.15	60
265	Identify typical patterns of crime	2.07	61
408	Identify the quality, thoroughness, and shortcomings regarding health care regulation	1.99	62
085	Identify actual and perceived threats to cultural integrity	1.90	63
003	Identify/respond to appropriate standards of personal behavior	1.82	64
071	Identify normal civil obligations	1.74	65
411	Model gaining access to a local practitioner for treatment	1.66	66
078	Identify/respond to the ways in which members of the culture respond to external stimuli	1.58	67
032	Model appropriate behavior toward a married male	1.49	68
262	Identify the conceptual basis for the laws and the legal system	1.41	69
165	Identify attempts to regulate language use and reasons therefore	1.33	70
382	Identify/respond to the typical types of food and beverage preservation	1.25	71
396	Identify/respond to the availability of and uses for electricity	1.16	72
225	Identify/respond to/model common modes and frequency of bathing	1.08	73
246	Identify ethnic or minority groups	1.00	74
001	Identify cultural foundations for ethics and morality	0.00	
002	Identify/respond to key concepts pertaining to ethics and morality	0.00	
006	Identify/respond to role of ethics and morality in possession-behavior	0.00	
007	Identify/respond to role of ethics and morality in decision-making	0.00	
011	Identify/respond to role of ethics and morality as they affect other issues	0.00	
014	Identify/respond to times when religious observances occur/are required	0.00	
019	Identify/respond to attitudes regarding value of time	0.00	
020	Identify manner in which time is written	0.00	
021	Identify/respond to attitudes regarding relativity of time	0.00	
025	Identify what can be humorous by situation and context	0.00	
027	Recognize components of personal names	0.00	
028	Correctly use title, proper form of address in business meetings	0.00	
029	Use correct form of address in social situations	0.00	
042	Model appropriate behavior toward a prostitute	0.00	
044	Identify/respond to relationships within both nuclear and extended families	0.00	
045	Identify/respond to frequently-used euphemisms	0.00	
046	Identify/respond to allusions (religious, literary, historical) in conversation	0.00	
047	Model appropriate response to interruptions during a conversation	0.00	
048	Model appropriate turn-taking behavior during a conversation	0.00	
051	Identify when not appropriate to initiate a conversation	0.00	
052	Model how to initiate and terminate a conversation	0.00	
053	Model appropriate etiquette to initiate and terminate telephone calls	0.00	
054	Identify inappropriate elicitation techniques	0.00	
055	Model appropriate elicitation techniques in a conversation	0.00	
056	Identify appropriate and inappropriate uses of profanity in a conversation	0.00	
057	Model appropriate response to inappropriate profanity in a conversation	0.00	
059	Model maintaining appropriate eye contact during a conversation	0.00	
061	Model using gestures appropriate to content and audience	0.00	
062	Model avoiding offensive gestures	0.00	
063	Identify/respond to hand motions	0.00	
065	Identify/respond to typical attitudes toward cultural change	0.00	
066	Identify/respond to typical attitudes toward social, economic, and political change	0.00	
067	Identify/respond to typical attitudes toward technological change	0.00	
069	Identify/respond to typical attitudes toward various types of authority	0.00	
070	Identify/respond to normal cultural expectations from authority	0.00	
072	Identify/respond to normal cultural expectations of and needs for political and social order and structure	0.00	
073	Identify/respond to normal cultural expectations of and needs for individual order and structure	0.00	
074	Identify/respond to deviation from American norms in attitudes toward human rights	0.00	
075	Identify/respond to cultural concepts of individual identity	0.00	
076	Identify/respond to conditions causing stress in members of the culture	0.00	
079	Identify/respond to the relative importance of larger groups to the individual	0.00	
084	Identify/respond to notions of cultural exceptionalism without giving offense	0.00	
086	Identify/respond to attitudes regarding specific aspects of American culture	0.00	
087	Identify actual and perceived threats to political integrity	0.00	
089	Identify/respond to the value and importance ascribed to education	0.00	
090	Identify/respond to major learning styles within the culture	0.00	
091	Identify/respond to expected instructional styles	0.00	

Item No	Behavior	Culture Weights	Culture Rankings
092	Identify/respond to/model culturally-appropriate means of conflict resolution	0.00	
095	Identify/respond to cultural concept of history and its impact today	0.00	
096	Identify/respond to the cultural purpose of history and its impact today	0.00	
097	Identify methods of historical interpretation and their impact on historical analysis within the culture	0.00	
098	Identify key historical dates, events, and figures and respond to emotions aroused by them	0.00	
099	Identify/respond to major themes from the culture's history that are relevant today	0.00	
100	Identify disconnects between insider and outsider consideration of the same history	0.00	
101	Identify/respond to cultural concepts of change	0.00	
102	Identify/respond to actual and perceived rates of change	0.00	
103	Identify major cultural changes and their sources	0.00	
105	Identify the basis upon which class distinctions rest	0.00	
106	Identify class from clothing, mannerisms, and speech patterns	0.00	
107	Identify/respond to types and sources of rank within the culture	0.00	
108	Identify the basis for and limits of mobility between social classes	0.00	
109	Identify/respond to/model appropriate grooming and clothing	0.00	
110	Identify/respond to/model appropriate formality for introductions	0.00	
111	Model introducing self and companions	0.00	
112	Identify changes in dynamics based on the size or purpose of a meeting/negotiation	0.00	
113	Identify who participates in what kinds of meetings/negotiations	0.00	
114	Identify/model appropriate role in a meeting/negotiation	0.00	
115	Identify appropriate place to sit in a meeting/negotiation	0.00	
116	Identify/respond to/model appropriate way to begin a meeting/negotiation	0.00	
117	Identify the importance of consensus in achieving meeting/negotiation objectives	0.00	
118	Identify/model appropriate way to close a meeting/negotiation	0.00	
119	Identify/respond to time to arrive for a formal banquet	0.00	
120	Identify/respond to how long a formal banquet is likely to last	0.00	
121	Identify who is likely to be invited to a formal banquet	0.00	
122	Model participating in a formal banquet	0.00	
123	Identify importance of guests from seating arrangements	0.00	
124	Model sitting in the correct place	0.00	
125	Model making a toast at the appropriate time	0.00	
126	Model responding to a toast	0.00	
127	Identify appropriate times to make business/professional calls	0.00	
128	Model making an appointment for a business/professional call	0.00	
129	Identify/model appropriate time to arrive for a business call	0.00	
130	Identify/respond to/model appropriate greetings during a meeting	0.00	
131	Identify/respond to/model exchange of personal information/business cards during a meeting	0.00	
132	Identify/model appropriate seating/posture during a meeting	0.00	
133	Identify/model when to bring up the business during a meeting	0.00	
134	Identify/model knowing when the business is concluded during a meeting	0.00	
135	Identify/model appropriate behavior to conclude a meeting	0.00	
136	Identify/model appropriate subsequent follow-up to a meeting	0.00	
137	Identify appropriate times to make social calls	0.00	
138	Identify/model appropriate time to arrive for a social call	0.00	
139	Model appropriate acceptance of invitation to a social gathering	0.00	
140	Identify/respond to/model appropriate greetings at a social gathering	0.00	
141	Identify/model exchange of personal information/calling cards in a social setting	0.00	
142	Identify/model appropriate seating/posture at a social gathering	0.00	
143	Identify/model accepting/rejecting food/drink at a social gathering, as appropriate	0.00	
144	Identify/respond to/model appropriate topics of conversation at a social gathering	0.00	
145	Identify/model how long to stay at a social gathering	0.00	
146	Identify/model appropriate behavior to conclude a social call	0.00	
147	Identify/model appropriate subsequent follow-up to a social call	0.00	
148	Model planning a social gathering for appropriate people	0.00	
149	Model planning appropriate food/beverages for a social gathering	0.00	
150	Model issuing invitations for a social gathering	0.00	
151	Model appropriate acceptance of invitation for an overnight stay	0.00	
152	Identify appropriate expectations of guests during an overnight stay	0.00	
153	Identify/model appropriate actions after an overnight stay	0.00	
154	Identify appropriate tribute — flowers/card/memorial contribution — as a condolence	0.00	
155	Identify appropriate times to make condolence calls	0.00	
156	Identify/respond to/model appropriate greetings in a condolence call	0.00	
157	Identify/model appropriate methods of expressing condolences	0.00	

Item No	Behavior	Culture Weights	Culture Rankings
158	Identify/model appropriate seating/posture during a condolence call	0.00	
159	Identify/model accepting/rejecting food/drink during a condolence call	0.00	
160	Identify/respond to/model appropriate topics of conversation during a condolence call	0.00	
161	Identify/model how long to stay for a condolence call	0.00	
163	Identify Spanish as the only officially-recognized language	0.00	
164	Identify the importance of language in defining the culture	0.00	
166	Identify/respond to aphorisms and to religious, literary and historical allusions in a conversation	0.00	
167	Identify/respond to/model basic intonational patterns in a conversation	0.00	
168	Identify/respond to/model basic phrases in a conversation	0.00	
170	Identify/respond appropriately to signage	0.00	
171	Identify willingness and ability of members of the culture to use English	0.00	
172	Model using simplified English	0.00	
173	Identify differences in outcome between simultaneous and consecutive interpretation	0.00	
174	Model appropriate use of a consecutive interpreter	0.00	
175	Model appropriate use of a simultaneous interpreter	0.00	
176	Identify local sources of quality translation work	0.00	
177	Identify times and costs required to produce quality translation work	0.00	
178	Identify the functions, purpose, and importance of painting	0.00	
179	Model conveying appreciation of painting	0.00	
180	Identify the functions, purpose, and importance of sculpture	0.00	
181	Model conveying appreciation of sculpture	0.00	
182	Identify the functions, purpose, and importance of ceramics	0.00	
183	Model conveying appreciation of ceramics	0.00	
184	Identify the types, functions, purposes, and importance of textiles produced	0.00	
185	Model conveying appreciation of textiles	0.00	
186	Identify architectural styles	0.00	
187	Identify the purpose of buildings by form/materials/decoration	0.00	
188	Identify/respond to the importance of architecture	0.00	
189	Model conveying appreciation of architecture	0.00	
190	Identify the functions, purposes, and importance of poetry and prose	0.00	
191	Model conveying appreciation of poetry and prose	0.00	
192	Identify the functions, purposes, and importance of theater	0.00	
193	Model conveying appreciation of theater	0.00	
194	Identify the functions, purposes, and importance of film	0.00	
195	Model conveying appreciation of film	0.00	
196	Identify the functions, purposes, and importance of instrumental and vocal music	0.00	
197	Model conveying appreciation of instrumental and vocal music	0.00	
198	Identify the functions, purposes, and importance of dance	0.00	
199	Model conveying appreciation of dance	0.00	
200	Model appropriate ballroom dancing	0.00	
201	Identify/respond to the typical diet	0.00	
202	Identify how foods are typically prepared	0.00	
203	Respond appropriately to distasteful foods	0.00	
204	Identify who generally sits down together	0.00	
205	Identify/model appropriate use of eating utensils	0.00	
206	Identify appropriate conversational topics; model appropriate conversation	0.00	
207	Identify what meals are eaten at what times of the day and how long each meal typically lasts	0.00	
208	Identify/respond to correct serving and presentation techniques	0.00	
209	Identify normal sequence of courses	0.00	
210	Model not eating too much	0.00	
211	Identify how members of the society define the concept of discretionary time	0.00	
212	Identify how much time is typically available for leisure	0.00	
213	Identify/model participatory and observer roles in common leisure activities	0.00	
214	Identify/model participatory and observer roles in common sports activities	0.00	
215	Identify/respond to attitudes regarding winning and losing	0.00	
216	Identify types of gambling and the legality of various types of gambling	0.00	
217	Model appropriate action or avoidance of gambling	0.00	
218	Identify the role that gambling plays in the culture	0.00	
219	Identify the legal and illegal drugs and sanctions for using illegal drugs	0.00	
223	Identify patterns of tobacco production and consumption	0.00	
226	Identify normal locations of bathing facilities	0.00	
227	Identify public toilet facilities	0.00	
228	Identify degree of privacy expected	0.00	

Item No	Behavior	Culture Weights	Culture Rankings
230	Identify/respond to appropriate methods of cleaning up	0.00	
231	Model appropriate use of toilet	0.00	
232	Identify other normal hygienic procedures	0.00	
233	Identify/respond to significant differences between local distinctions and US distinctions regarding race and color	0.00	
234	Identify importance and impacts of Cuba's location and size	0.00	
235	Identify/respond to local climate patterns	0.00	
236	Identify significant geographical features	0.00	
237	Identify/respond to land-use patterns	0.00	
238	Identify significant water sources	0.00	
239	Identify significant flora	0.00	
240	Identify significant fauna	0.00	
241	Identify/respond to attitudes regarding domestic animals	0.00	
242	Identify possible working animal roles in mission execution	0.00	
243	Identify significant demographic features	0.00	
244	Identify typical occupations	0.00	
245	Identify typical education levels	0.00	
247	Identify religious groups	0.00	
248	Identify long-lasting aspects of the political organization	0.00	
249	Identify temporary aspects of the political organization	0.00	
250	Identify the history of political structures	0.00	
251	Identify the head of state and the head of government and differences in their functions	0.00	
252	Identify the structure of governmental legal functions	0.00	
253	Identify the structure of governmental legislative functions	0.00	
254	Identify the structure of governmental executive functions	0.00	
255	Identify significant contemporary and historical figures	0.00	
256	Identify/respond to the relative cohesion of the political organization	0.00	
257	Identify/respond to lack of conflict between cultural and national allegiances	0.00	
258	Identify/respond to the roles of the Cuban Communist Party	0.00	
259	Identify cultural, social, economic, and legal activities in which the political organization is involved	0.00	
260	Identify the political organization's roles	0.00	
261	Identify/respond to relations between civil and religious authorities	0.00	
263	Identify the rigor with which laws are enforced	0.00	
264	Identify categories of crime	0.00	
268	Identify which courts have appellate jurisdiction	0.00	
269	Identify the relationship between the legislature and the legal system	0.00	
270	Identify the five chambers of the higher courts	0.00	
271	Identify special jurisdictions	0.00	
272	Identify/respond to the Family Code	0.00	
273	Identify police ranks, authorities, and responsibilities	0.00	
274	Identify a policeman	0.00	
275	Identify/respond to the roles performed by various internal security organizations	0.00	
276	Identify/respond to roles and functions performed by the Committees for Defense of the Revolution	0.00	
277	Identify interfaces between the security and military organizations	0.00	
278	Identify the cultural importance of a formal contract	0.00	
279	Identify the essential elements of a contract	0.00	
280	Model writing a contract	0.00	
281	Identify contract compliance/enforcement procedures/remedies	0.00	
282	Identify contract default procedures/remediation	0.00	
284	Identify the Russians impact on the Cuban armed forces	0.00	
285	Identify other external influences that have molded the professional military ethic	0.00	
286	Identify internal influences that have molded the professional military ethic	0.00	
287	Identify non-military roles that have molded the professional ethic	0.00	
288	Identify the components, missions, and overall capabilities of the defense establishment	0.00	
289	Identify/respond to the uniforms of different military, naval, and paramilitary services	0.00	
291	Identify/respond to commissioned/warrant/noncommissioned/other military rank	0.00	
292	Identify significant aspects of the military pay and compensation structure	0.00	
292	Identify/respond to the key individuals directing the defense establishment	0.00	
293	Identify the mission, functions, and structures of strategic defense organizations	0.00	
294	Identify the mission, functions, and structures of tactical and operational defense organizations and units	0.00	
295	Identify key military schools and curricula	0.00	
296	Identify logistics organizations and capabilities	0.00	
297	Identify defense research and development structure	0.00	
298	Identify interfaces between the defense establishment and internal security organizations	0.00	

Item No	Behavior	Culture Weights	Culture Rankings
299	Identify the doctrine and procedures for conducting joint conventional operations	0.00	
300	Identify command and control doctrine	0.00	
301	Identify military personnel accession sources	0.00	
302	Identify procedures for conscription, recruiting, and accession	0.00	
303	Identify typical career patterns	0.00	
304	Identify opportunities for military education	0.00	
305	Identify lack of retirement privileges and benefits	0.00	
306	Identify procedures for individual training	0.00	
307	Identify procedures for unit training	0.00	
308	Identify the doctrine and procedures for special training	0.00	
309	Identify, by class of supply, the normal internal and external sources and availability of material	0.00	
310	Identify/respond to capabilities and availability of maintenance support	0.00	
311	Identify the normal transport capabilities and operations	0.00	
312	Identify construction capabilities and operations	0.00	
313	Identify research and development capabilities	0.00	
314	Identify fiscal procedures	0.00	
315	Identify procedures for the control of weapons and ammunition	0.00	
316	Identify/respond to the social roles played by the armed forces and to the importance assigned to these roles	0.00	
317	Identify/respond to "nonmilitary" activities performed by the armed forces and to the importance assigned to these roles	0.00	
318	Identify/respond to the economic roles played by the armed forces and to the importance assigned to these roles	0.00	
319	Identify/respond to political roles of the armed forces and the importance assigned to these roles	0.00	
320	Identify/respond to/model whom to salute, when to salute, and when not to salute	0.00	
321	Identify/respond to/model how to address seniors and juniors	0.00	
322	Identify/respond to/model appropriate customs in the officers' mess	0.00	
323	Identify/respond to/model appropriate customs in the sergeants' mess	0.00	
324	Identify/respond to how wealth is defined	0.00	
325	Identify the relative financial status of an individual by outward display	0.00	
326	Identify/respond to the periods covered by the typical work day and work week	0.00	
330	Identify what social and community services are provided by the public sector	0.00	
331	Identify the role of the government in production	0.00	
332	Identify the government role in allocating human and material resources	0.00	
333	Identify the types of resources (raw materials) available	0.00	
334	Identify capabilities and procedures for the production of raw materials	0.00	
335	Identify capabilities and procedures for the distribution of raw materials	0.00	
336	Identify the crops grown and methods used to grow them	0.00	
337	Identify how the agricultural sector is organized	0.00	
338	Identify the percentage of population involved in agricultural production	0.00	
339	Identify how agricultural products are distributed	0.00	
340	Identify the market structure for agricultural products	0.00	
341	Identify/respond to information media in use and availability of such media	0.00	
342	Identify the sources and availability of financing for industrial operations	0.00	
343	Identify the industrial products manufactured domestically	0.00	
344	Identify how the industrial sector is organized	0.00	
345	Identify the methods used to produce industrial products	0.00	
346	Identify how industrial products are distributed	0.00	
347	Identify the market structure for industrial products	0.00	
348	Identify taxes that exist	0.00	
349	Identify/respond to attitudes toward paying taxes	0.00	
350	Identify what economic requirements are met from indigenous sources	0.00	
351	Identify what economic requirements must be provided by imports	0.00	
352	Identify the sources from which imports are normally made	0.00	
353	Identify the current and projected balance of trade figures	0.00	
354	Identify legal controls placed on the import, exchange, and/or export of currency	0.00	
355	Identify places to exchange currency legally	0.00	
356	Identify currency conversion rules, rates, and commissions—including authorized variances	0.00	
357	Identify/respond to the structure of currency; model using banknotes and coins	0.00	
358	Identify/respond to where and for what credit cards can typically be used	0.00	
359	Identify/respond to where and for what checks may be uttered	0.00	
360	Identify/respond to identification requirements for the use of credit cards or checks	0.00	
361	Model using credit cards and checks as appropriate	0.00	
362	Model having sufficient currency to cover routine requirements	0.00	
363	Identify the role of the Banco Nacional de Cuba	0.00	
364	Identify other banks and their role in the financial system	0.00	

Item No	Behavior	Culture Weights	Culture Rankings
365	Identify a savings bank and the role of savings banks in the financial system	0.00	
366	Identify private money changers and their role in the financial system	0.00	
367	Identify circumstances in which external accounts should be used	0.00	
368	Model opening, using, and closing a checking account	0.00	
369	Identify the methods and parameters for the economical transfer of funds	0.00	
370	Model transferring funds from and to a bank at home	0.00	
371	Identify/respond to/model knowing when to pay a debt	0.00	
372	Model accepting and discharging personal financial obligations	0.00	
374	Identify the sources for durable goods	0.00	
375	Identify the rationing procedures and quantities for clothing	0.00	
376	Identify/respond to clothing sizes for men and women	0.00	
377	Identify the sources for clothing	0.00	
378	Identify/model assessing the quality of clothing based on the source	0.00	
379	Identify the rationing procedures and quantities for food and beverages	0.00	
380	Identify how foods and beverages are priced/purchased	0.00	
381	Model dealing with differences between local and US measurements	0.00	
383	Identify the sources for food and beverages	0.00	
384	Identify/model assessing the quality of foods and beverages based on the source	0.00	
385	Identify/model assessing the quality of foods and beverages based on the price	0.00	
386	Identify the typical frequency for grocery shopping	0.00	
387	Identify the purchasing etiquette for foods and beverages	0.00	
388	Model negotiating to purchase foods and beverages	0.00	
389	Model cash retail transactions for food and beverages	0.00	
390	Model negotiating to purchase services	0.00	
391	Identify the patterns of housing	0.00	
392	Identify/respond to options regarding temporary accommodation	0.00	
393	Identify/model methods of seeking temporary accommodation	0.00	
394	Identify/respond to levels of quality and prices of temporary housing	0.00	
395	Model renting an appropriate room	0.00	
397	Identify voltage and cycles of electric current	0.00	
398	Identify/respond to the availability of and uses for gas	0.00	
399	Identify/respond to the availability of and uses for sources of fuel other than gas or electricity	0.00	
400	Identify/respond to the availability of and uses for water	0.00	
401	Identify/respond to the safety of the water supply	0.00	
402	Identify/respond to the sources of safe water	0.00	
403	Model water purification techniques	0.00	
404	Identify/respond to the availability of telephone service	0.00	
405	Identify the main health risks for members of the culture	0.00	
406	Identify/respond to the main health risks for outsiders	0.00	
407	Identify the types of treatment in use	0.00	
410	Identify the availability of local practitioners	0.00	
412	Identify the types and capabilities of health care facilities available	0.00	
413	Model gaining access for elective/essential treatment	0.00	
414	Identify/respond to/model the acquisition and use of prescription and nonprescription medication	0.00	
416	Identify the costs of health care and who pays what parts of the costs	0.00	
417	Model making local calls from a public telephone	0.00	
418	Model making an international call through a hotel operator	0.00	
419	Identify/respond to/model knowing when and how to send local and international faxes	0.00	
420	Identify/model how to send local and international telegrams	0.00	
421	Identify/model how to access e-mail systems	0.00	
422	Identify the classes of postal service and the prices associated with them	0.00	
423	Identify a post office and a mail box	0.00	
424	Identify/respond to the services available at a post office	0.00	
425	Model buying stamps	0.00	
426	Model renting a post office box	0.00	
427	Model correctly addressing and posting domestic and international letters	0.00	
428	Identify the sources for, and availability of newspapers	0.00	
429	Identify the sources for and availability of magazines	0.00	
430	Identify/respond to legal restraints on self-published materials	0.00	
431	Identify the sources and requirements for an international drivers' license	0.00	
432	Model obtaining an international drivers' license	0.00	
433	Identify/respond to/model how to rent, use, and return a car	0.00	
434	Identify/respond to typical road conditions	0.00	

Item No	Behavior	Culture Weights	Culture Rankings
436	Model purchasing fuel for a vehicle	0.00	
437	Identify/respond to/model the appropriate manner to deal with police regarding major and minor traffic violations	0.00	
438	Identify the circumstances in which police should be involved following a vehicle accident	0.00	
439	Identify the costs associated with police involvement following a vehicle accident	0.00	
440	Identify/respond to/model contacting medical and road services following a vehicle accident	0.00	
441	Identify/respond to/model how to deal with reporting requirements following a vehicle accident	0.00	
442	Identify/respond to/model how to obtain and use a taxi	0.00	
443	Identify/respond/model how to use domestic public transportation	0.00	
444	Identify the most economical form of domestic transportation	0.00	
445	Identify/respond to/model how to use domestic bus, rail, water, and air public transportation	0.00	
446	Identify/respond to/model the appropriate action regarding gratuities	0.00	
448	Identify/respond to/model how to use international water, and air international public transportation	0.00	
449	Identify/respond to/model the appropriate action regarding gratuities	0.00	
450	Identify/respond to the political controls on the education system	0.00	
451	Identify/respond to the universality of elementary education	0.00	
452	Identify/respond to the types of secondary/vocational education	0.00	
453	Identify the types of post-secondary/professional education	0.00	

APPENDIX M

Foreign Internal Defense Mission Template

MISSION SPECIFIC REQUIREMENTS

Advise and Assist

- Content

- Means

Train

- Assess training

- Plan training

- Develop training content

- Conduct/present training

- Assess training results

Evaluate

SUPPORTING REQUIREMENTS

Command and control

- Legal

- Communications

Security

- Responsibilities

- Maintenance

- Intelligence

Combat Service Support

- Supply

- Services

- Transportation

- Maintenance

Personnel Support

- Housing

- Subsistence

- Finance

- Health

- Recreation

- Transportation

APPENDIX N

Unconventional Warfare Mission Template

MISSION EXECUTION

Advise and Assist

Organization

- Guerrilla forces

- Underground elements

- Auxiliary elements

Political/Military Integration

- Strategy

- Development and deployment

Operational Support

- Recruitment

- Command, control, and communications

- Intelligence and security

- Logistics

Operations

- Guerrilla forces

- Underground elements

- Auxiliary elements

Train

- Plan

- Design

- Develop

- Conduct

- Evaluate

MISSION SUPPORT

Command, Control, and Communications

Intelligence and Security

- Intelligence Collection and Evaluation

- Operational Security

- Base Area Security

Logistics

- Base System Development

- Supply

- Services

- Maintenance

- Transportation

- Health

PSYOP Support

- Design

- Production

- Dissemination

Mission Element Weighting

Weighting FID Mission Elements

The North Carolina Center for World Languages & Cultures is under contract to the US Army Research Institute to develop methods to improve cultural communications skills in Special Operations Forces. Part of that project is analyzing individual cultures to identify specific cultural communications skills. The mission to be performed is crucial to the process of selecting which skills should be trained.

General mission considerations for Special Operating Forces include the following:

- They are in the region to do a specific job
- They are there as a group, not individuals
- They are there because their higher command ordered them there
- They are under very specific legal and diplomatic control

A specific culture has been identified and a prioritized list of cultural communications skills has been developed. A specific mission has also been identified — an A Detachment on a Foreign Internal Defense Mission — and all aspects of the FID mission as described in the Mission Training Plan are to be considered.

Using the ARTEP for FID, with the assistance of subject matter experts, key FID mission elements have been identified. Recognizing that every mission element cannot be equally important to overall mission success, participants are asked to weight these mission elements. The results will be used to prioritize cultural communications skills training requirements.

FID Mission Elements

Seven mission elements have been identified. For each element key sub-elements have also been identified. All of the elements except for #7 are based on the ARTEP. Note that mission support sub-elements include to host nation interface concerns.

- | | |
|--|---|
| <p>1. Advise and Assist (Mission Execution)
Content: Providing Host Nation counterparts with information
Means: The methods by which the information is conveyed</p> | <p>5. Security (Mission Support)
Responsibilities
Maintenance
Intelligence</p> |
| <p>2. Train (Mission Execution)
Assess Needs
Plan
Develop Training
Conduct Training
Assess Results</p> | <p>6. Combat Service Support (Mission Support)
Supply
Services
Transportation
Maintenance</p> |
| <p>3. Evaluate Unit Performance (Mission Execution)</p> | <p>7. Personnel Support (Mission Support)
Housing
Subsistence
Finance
Health
Recreation
Transportation
(Note: This category covers key concerns regarding the team living 'on the economy')</p> |
| <p>4. Command and Control (Mission Support)
Communications
Legal Concerns (e.g., Status of Forces)</p> | |

FID Mission Element Worksheet

Step 1

For each of the mission element pairs below, circle which of the two is the most important to the success of a FID mission.

Advise and Assist or Train

Advise and Assist or Evaluate

Advise and Assist or Cmd & Control

Advise and Assist or Security

Advise and Assist or CSS

Advise and Assist or Personnel Support

Train or Evaluate

Train or Cmd & Control

Train or Security

Train or CSS

Train or Personnel Support

Evaluate or Cmd & Control

Evaluate or Security

Evaluate or CSS

Evaluate or Personnel Support

Cmd & Control or Security

Cmd & Control or CSS

Cmd & Control or Personnel Support

Security or CSS

Security or Personnel Support

CSS or Personnel Support

Step 2

Using the 7-point scale below, identify the relative importance of each mission element to the success of the FID mission by circling a single number. Do not mark space between numbers.

Scale

1 = Of no importance

2

3

4 = Important to success

5

6

7 = Critical to success

Advise and Assist	1	2	3	4	5	6	7
Train	1	2	3	4	5	6	7
Evaluate	1	2	3	4	5	6	7
Cmd & Control	1	2	3	4	5	6	7
Security	1	2	3	4	5	6	7
CSS	1	2	3	4	5	6	7
Personnel Support	1	2	3	4	5	6	7

Weighting UW Mission Elements

The North Carolina Center for World Languages & Cultures is under contract to the US Army Research Institute to develop methods to improve cultural communications skills in Special Operation Forces. Part of that project is analyzing individual cultures to identify specific cultural communications skills. The mission to be performed is crucial to the process of selecting which skills should be trained.

General mission considerations for Special Operating Forces include the following:

- They are in the region to do a specific job
- They are there as a group, not individuals
- They are there because their higher command ordered them there
- They are under very specific legal and diplomatic control

A specific culture has been identified and a prioritized list of cultural communications skills has been developed. A specific mission has also been identified — an A detachment on an unconventional warfare (UW) mission — and all aspects of the UW mission as described in supporting doctrinal publications are to be considered.

Using FM 100-25, ARTEP 31-807-30-MTP, and the Joint Special Operations Awareness Program (JSOAP) Reference Manual, and with the assistance of subject matter experts, key UW mission elements have been identified. Recognizing that every mission element cannot be equally important to overall mission success, participants are asked to weight these mission elements. The results will be used to prioritize cultural communications skills training requirements.

UW Mission Elements

1 Advise and Assist

- Organization
 - Guerrilla forces
 - Underground elements
 - Auxiliary elements
- Political/Military Integration
 - Strategy
 - Development and deployment
- Operational Support
 - Recruitment
 - Command, control, and communications
 - Intelligence and security
 - Logistics
- Operations
 - Guerrilla forces
 - Underground elements
 - Auxiliary elements

2 Train

- Plan
- Design
- Develop
- Conduct
- Evaluate

3 Command, Control and Communications

4 Intelligence and Security

- Intelligence Collection And Evaluation
- Operational Security
- Base Area Security

5 Logistics

- Base System Development
- Supply
- Services
- Maintenance
- Transportation
- Health

6 PSYOP Support

- Design
- Production
- Dissemination

UW Mission Element Worksheet

Step 1

For each of the mission element pairs below, circle which of the two is the most important to the success of a UW mission. Refer to the introductory page for detailed descriptions of mission elements.

Advise & Assist or Train

Advise & Assist or Command & Control

Advise & Assist or Intelligence & Security

Advise & Assist or Logistics

Advise & Assist or PSYOP

Train or Command & Control

Train or Intelligence & Security

Train or Logistics

Train or PSYOP

Command & Control or Intelligence & Security

Command & Control or Logistics

Command & Control or PSYOP

Intelligence & Security or Logistics

Intelligence & Security or PSYOP

Logistics or PSYOP

Step 2

Using the 7-point scale below, identify the relative importance of each mission element to the success of the UW mission by circling a single number. Do not mark space between numbers.

Scale

1 = Of no importance

2

3

4 = Important to success

5

6

7 = Critical to success

Advise & Assist 1 2 3 4 5 6 7

Train 1 2 3 4 5 6 7

Command & Control 1 2 3 4 5 6 7

Intelligence & Security 1 2 3 4 5 6 7

Logistics 1 2 3 4 5 6 7

PSYOP 1 2 3 4 5 6 7

APPENDIX P

Composite Template

Objective

Having examined both the culture and the mission independently, the objective was to bring both together to determine what cultural behaviors were relevant to successful performance of what mission elements.

Method

The method used was to compare **each** topic and behavior contained in the draft *Cultural Communication Skills Template: Arabs of West Asia* with **each** mission element in the draft *Foreign Internal Defense Mission Template* to assess the relevance of the specific cultural behaviors to the tasks required by the specific mission element.

Procedures

This methodology was tested by developing a notional composite template in which an early draft of the generic culture template was amalgamated with the initial draft foreign internal defense mission template. This notional composite template was presented to mission experts during a conference (refer to Appendix D for the conference report). These experts concurred with the procedures to be used.

The composite template combining the foreign internal defense mission with the Arabs of West Asia culture was similarly formed by merging the topics and behaviors contained in the revised draft *Cultural Communication Skills Template: Arabs of West Asia* into the elements of the revised *Foreign Internal Defense Mission Template*. Following the procedures tested before the conference and confirmed by the mission experts, a complete culture template was added to each of the 23 discrete subelements of the mission template. Then, looking independently at each subelement of the mission template, each topic in the culture template was assessed to determine if it was relevant to that specific mission subelement. In this process:

- If the cultural topic was assessed as germane to those tasks associated with that discrete mission subelement, the topic and all of its associated behaviors were left with that subelement.
- If the cultural topic was assessed as irrelevant to the tasks associated with that mission subelement, both the topic and all behaviors associated with it were deleted from that mission subelement.

After deletion of irrelevant topics and associated behaviors, the remaining behaviors were assessed, one by one, to confirm that they were relevant to the tasks required by the specific mission subelement. No attempt was made to assess the importance of individual behaviors; the issue was merely the relevance of the behaviors to the mission subelements.

Results

The ultimate outcome was a draft *Cultural Communication Skills Template: Foreign Internal Defense — Arabs of West Asia* that pertains **only** to a foreign internal defense mission to be performed somewhere within the cultural region inhabited by the Arabs of West Asia. As such, the applicability of this template is very specific. However, more specificity regarding the

parameters of the mission or the country in which it would be performed would necessarily engender template modifications.

Weighting Skills by Mission Elements

Method

The methodology involved combining the weights assigned to the skills with the weights assigned to the mission elements.

Procedures

For the purposes of this project, it was decided that cultural behaviors and mission elements would carry equal weights. Other determinations of the relative importance of cultural skills and mission elements might be appropriate. However, although the results would change, the methodology would not.

As rated, mission element values ranged from 0 to 20.99 while the cultural skills values varied in range only from 1 to 7. Therefore, the investigators decided to divide each mission weighting score by three before adding it to the cultural skills score to develop the final score.

With the weighting decision made, each mission element of the composite template was examined for the occurrence or non-occurrence of a cultural skill. If a skill appeared under that mission element, it was judged a "hit" for that mission element and the weighting value for that mission element was entered into the table following this discussion. Weights for each behavior were then summed to establish a weighting for each skill within the context of the mission.

Results

The outcome was a listing of cultural behaviors pertaining to the Arabs of West Asia culture prioritized within the specific context of the foreign internal defense mission.

As might be expected, the weighted cultural skills clustered into 43 different groupings ranging from a group of 109 that "hit" in all seven mission elements to a group of 3 that did not appear in any mission element. More than 50% of the skills appear in the top ten rankings. This skewed distribution may be taken as an indicator of the importance of cultural concerns that influence accomplishment foreign internal defense missions within the Arabs of West Asia culture.

APPENDIX Q

FID Topic/Mission Worksheet

INSTRUCTIONS TO RATERS

You have been selected to participate in this project based on your appreciation and understanding of how cultural issues can affect successful mission accomplishment. Your task is to assess the relevance of key aspects of any culture to key elements of the foreign internal defense (FID) mission. To accomplish this task, you have copies of a Topic/Mission Worksheet to record your responses as well as copies of the Generic Culture Template and the FID Mission Template for reference.

The FID Mission Template describes the FID mission. Key elements of that mission are noted in **bold type** and are repeated as the seven columns on the right of the Topic Assessment Worksheet.

The Generic Culture Template is a detailed topic outline of the elements of any culture. An extract of this document — down to the fourth level of the Template's outline — is duplicated in the first column of the Topic/Mission Worksheet.

PROCEDURES

In the Topic/Mission Worksheet, use your expertise and judgement to assess whether a cultural topic on the left axis is (or can be) relevant to successful performance of each of the mission elements. Record each positive response with an "x" at the intersection between the cultural topic and the mission element. Leave the box blank for a negative response. To assist in your judgements, refer to the Mission and Generic Templates that describe the contexts for each item to be rated.

For example, in assessing how culture interacts with the FID mission, you might determine that "naming conventions" (topic I.B.1.a. from the Generic Culture Template) is relevant to the "advise and assist," the "train," the "command, control, and communications," and the "intelligence and security," elements of the FID mission. At the same time, you might determine that "naming conventions" are irrelevant to the "logistics" element of the FID mission. In this instance, you would leave the "logistics" box blank and record an "x" in each of the remaining boxes.

Similarly, you might determine that "hierarchy of merit" (topic III.E.1.b.) is relevant only to the "intelligence and security" element of the FID mission. In this instance, you would record an "x" in only that box and you would leave the rest of the boxes blank.

APPENDIX Q — TAB 1

FID Topic/Mission Worksheet

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp

I. Cultural core/psychological profile/human factors

A. Cultural values

1. Ethics and morality

- Foundations/roots of ethics and morality
- Key concepts pertaining to ethics and morality
- Personal responsibility as defined by ethics and morality
- Role of ethics and morality in financial transactions
- Role of ethics and morality in relationships
- Role of ethics and morality in possession behavior
- Influence of ethics and morality on decision-making
- Respect for life and environment
- Ethics and morality as they affect specific issues

				X		
X	X	X	X	X	X	X
X	X	X		X		X
X				X	X	X
X	X	X	X	X	X	X
				X		X
X	X	X	X	X		X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

2. Measures of status

- Family/clan/tribe
- Social position
- Social connections
- Religious
- Money and property
- Profession
- Education
- Children

X				X		X
X	X	X		X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X
X				X		X

3. Religious customs

- Basic religious beliefs and practices
- Prohibitions/Taboos
- Other beliefs

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

4. Time

- Concepts of specific time vs. approximate time
- Clock time
- Calendars
- Astrology
- Historical time

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
				X		
X				X		

5. Humor

- Definition of what is humorous
- Sources of humor
- Targets of humor

X	X			X		X
X	X			X		X
X	X			X		X

B. Relationships

1. Interpersonal relationships

- Naming conventions
- Forms of address
- How adults relate to each other

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

- d. How generations (age groups) relate to each other
- e. How castes/social classes relate to each other
- f. Master/mistress—servant relationships
- g. Teacher/mentor—student/protege relationships
- h. Relationships with individual outsiders
- i. Sexual practices
- j. Marriage and divorce
- k. The family
- l. The clan
- m. The tribe
2. Communication, gestures, and interpersonal space
 - a. Linguistic behaviors
 - b. Eye contact
 - c. General gestures and body language
 - d. Other interpersonal gestures
 - e. Interpersonal space
3. Person-society relationships
 - a. Attitudes toward change
 - b. Attitudes toward legal systems
 - c. Attitudes toward authority
 - d. Expectations from authority
 - e. Obligations of citizens
 - f. Importance of order and structure
 - g. Attitudes towards human rights
- C. Motivations
 1. General character/personality traits
 - a. Concept of individual identity
 - b. Response to non-normative behavior
 - c. Socialization
 - d. Sources of stress
 - e. Expressions of aggression
 - f. Psychological orientation based on analytic tools
 2. The relative importance of the group
 - a. Importance and role of the larger group
 - b. Importance and role of the extended/nuclear family
 - c. Importance and role of the individual within the group
 3. Response to governance
 - a. Identification of authority
 - b. Authority figures
 - c. Types of response
 4. Attitudes/responses toward external influences
 - a. Degree of self-perceived cultural superiority
 - b. Perceived threats from external sources
 5. Education

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
X				X		X
X	X	X		X		X
				X		X
X	X			X		
X	X	X	X	X	X	X
X				X		X
X				X		X
X				X		X
X	X			X		
X	X			X		

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X		X		X
			X	X	X	X
X	X	X	X	X		X
X	X			X		X
X	X	X		X		X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X		X		X
				X		
X	X	X		X		X
X	X	X		X		X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X		X		
X				X		
X	X	X		X		X

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X	X	X	X	X
X				X		X

- a. Value
- b. Philosophy/practice
- 6. Means of conflict resolution
 - a. Physical force
 - b. Intellectual discussion/compromise
 - c. Mediation/arbitration
 - d. Legal (courts)
 - e. Acceptance/avoidance
- 7. Political customs and beliefs
 - a. Political parties
 - b. Political leaders
- II. The culture's shared history
 - A. Historical tradition
 - 1. Mythology
 - a. Organic to culture
 - b. Adapted/incorporated from other cultures
 - c. Key ideas imbedded in mythology
 - 2. Oral history
 - a. Dating from
 - b. Information transmitted
 - c. Key legends/tales from oral history
 - d. Key ideas imbedded in culture from oral history
 - 3. Functions/historiography
 - a. Concept of history
 - b. Purpose of history
 - c. Documentation
 - d. Interpretation/frameworks
 - e. Key concepts imbedded in culture from history
 - 4. Key elements of history
 - a. Key historical dates known to all
 - b. Key historical figures known to all
 - c. Emotional values attached to specific events and figures
 - d. Perceptions of insiders
 - e. Perceptions of outsiders
 - f. Historical threads
 - 5. Change
 - a. Concepts
 - b. Rates of change
 - c. Cultural changes
 - B. Social structures
 - 1. Egalitarian social structures
 - a. Real
 - b. Stated
 - c. Perceived

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
X	X			X		
X	X			X		

X	X			X		
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X			X			
X	X	X	X	X	X	X
X			X	X		
X			X	X		

				X		
				X		
X	X			X		X

				X		
				X		
X				X		
X	X			X		X

X				X		
X				X		
				X		
				X		
X				X		X

X	X			X		
X	X			X		
X	X	X	X	X	X	X
X				X		X
X				X		X
X	X	X	X	X	X	X

X	X	X	X	X		
				X		
X				X		X

X				X		X
X				X		X
X				X		X

2. Stratified social structures
 - a. Kinship system
 - b. Class system
 - c. Caste system
3. Rank vs. social class/caste
 - a. Types of rank
 - b. Sources of rank
 - c. Permanence
 - d. Relative importance
4. Social class/caste mobility
 - a. Basis
 - b. Flexibility
5. Cross-class/caste relationships
 - a. By class/caste
 - b. By activity
- C. Manners/protocol
 1. Personal appearance/apparel
 - a. Grooming conventions
 - b. Apparel
 2. Introductions
 - a. Who
 - b. How
 3. Meetings/negotiations
 - a. Size/dynamics
 - b. Participants
 - c. Roles
 - d. Seating
 - e. Opening rituals
 - f. Importance of consensus
 - g. Closure
 4. Formal banquet
 - a. Times
 - b. Participants
 - c. Seating
 - d. Etiquette
 5. Consumption of alcohol
 - a. Accepted types of alcoholic drinks
 - b. Attitudes toward consumption
 6. Hospitality forms
 - a. Business/professional call
 - b. Social calls and gatherings
 - c. Overnight stay
 - d. Expressing condolences
- D. Linguistic characteristics

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
X	X	X		X		X
X	X	X		X		X
X	X	X		X		X
X	X	X	X	X	X	X
X				X		
X				X		
X	X	X	X	X	X	X
X		X		X		
X		X		X		
X	X	X		X		X
X	X	X		X		X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X			X	X		
X			X	X		
X			X	X		
X			X	X		
X	X	X	X	X	X	X
X				X		X
				X		X
X				X		X

1. Linguistic history
2. Language(s) used
 - a. Officially-recognized language(s)
 - b. Other languages spoken
 - c. Language as a critical cultural ingredient
 - d. Attempts to regulate language
3. Language characteristics
 - a. Oral language
 - b. Written language
4. Use of English
 - a. Willingness
 - b. Ability/proficiency
 - c. Interpretation (oral)
 - d. Translation (written)
- E. The arts
 1. Visual arts
 - a. Painting
 - b. Sculpture
 - c. Ceramics
 - d. Textiles
 - e. Calligraphy
 2. Architectural tradition
 - a. Forms/building materials/decoration
 - b. Who does it
 - c. Functions
 - d. Cultural attitudes
 3. Literary tradition
 - a. Oral
 - b. Poetry
 - c. Prose
 4. Drama
 - a. Theater
 - b. Opera
 - c. Films
 5. Musical tradition
 - a. Instrumental music
 - b. Vocal music
 - c. Dance
- F. Science and technology
 1. Pure science
 2. Applied science
 3. Technology
- G. Culinary tradition
 1. Foods and beverages

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
				X		
X	X	X	X	X	X	X
X	X	X	X	X	X	X
				X		
				X		
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X			X		X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X				X		
X				X		
X				X		
X				X		
X				X		
X	X	X	X	X	X	X
				X		
				X		
				X		
X				X		
X				X		
X				X		
X				X		X
X				X		X
X				X		X
X				X		X
				X		
				X		
X	X			X		

- a. Connotations
- b. Foods
- c. Beverages
- 2. Eating customs
 - a. Who generally sits down together
 - b. Appropriate mealtime etiquette
 - c. Length of meals
- 3. Typical meals
 - a. Times of day
 - b. Serving/presentation
 - c. Sequence of courses
- H. Recreation and leisure
 - 1. Discretionary time
 - a. Concept
 - b. Availability
 - 2. Activities/hobbies/avocations
 - a. Types of activities
 - b. Individual/group roles
 - 3. Role in culture
- I. Sports
 - 1. Definition of sport
 - 2. Sport activities
 - a. Types of activities
 - b. Individual/group roles
 - 3. Attitudes toward winning and losing
 - 4. Role in culture
- J. Vice
 - 1. Gambling
 - a. Clandestine
 - b. Legality/sanctions
 - c. Forms
 - d. Participation
 - e. Role in access to culture
 - 2. Narcotics
 - a. Legality/sanctions
 - b. Production
 - c. Distribution
 - d. Use
 - e. Role in society
 - 3. Liquor
 - a. Legality/sanctions
 - b. Production
 - c. Distribution
 - d. Use

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
X	X	X		X	X	X
X	X	X		X	X	X
X	X	X		X	X	X

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X				X		
X				X		X

X				X		X
X				X		X
X				X		

X				X		X
---	--	--	--	---	--	---

X	X			X		X
X	X			X		X
X				X		X
X	X			X		

				X		
			X	X		X
				X		
				X		
X				X		

			X	X	X	X
X	X			X	X	
				X	X	
				X		
X				X		

X				X	X	X
				X	X	
				X	X	
X				X		X

- e. Role in society
- 4. Tobacco
 - a. Legality/sanctions
 - b. Production
 - c. Distribution
 - d. Use
 - e. Role in society
- K. Hygiene
 - 1. Bathing
 - a. Modes
 - b. Location
 - c. Collegiality
 - d. Frequency
 - e. Appropriate scents
 - 2. Toilet use
 - a. Location
 - b. Customs
 - c. Mechanics
- L. Ethnic or minority groups
 - 1. Characteristics
 - a. Criteria for membership
 - b. Distinctive apparel
 - c. Distinctive customs
 - 2. Privileges
 - 3. Responsibilities
 - 4. Education
 - 5. Recreation/sports
 - 6. Attitudes towards others
- III. National/regional considerations
 - A. Geography
 - 1. Climate
 - a. Temperature ranges
 - b. Seasons
 - c. Precipitation patterns
 - d. Currents—wind/water
 - e. Adaptations to patterns
 - 2. Terrain
 - a. General relief
 - b. Land-use patterns
 - c. Adaptation to extremes
 - 3. Water
 - a. Sources
 - b. Availability
 - c. Uses

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
X				X		

X				X	X	X
				X	X	
				X	X	
X	X	X	X	X	X	X
X				X		

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

				X		
X	X	X		X		X
X	X	X		X		X
				X		
				X		
				X		
X	X	X		X		X

X	X	X		X	X	X
				X		
X	X	X		X	X	
				X		
X	X	X		X	X	X

X	X	X	X	X	X	
X	X	X		X		
X	X	X		X	X	X

X	X	X	X	X	X	X
X	X	X	X	X	X	X
				X		

- a. Institutions
- b. Jurisdictions

			X	X	
			X	X	

- c. Trial procedures
- d. Linkages to ethnic or minority groups
- e. Religious law vs. civil law
- 5. Internal security organization
 - a. Structure
 - b. Types
 - c. Criminal investigation
 - d. Confinement
 - e. Interfaces with military organizations
 - f. Linkages to ethnic groups
- 6. Contracts
 - a. Concept and importance
 - b. Form
 - c. Enforcement
 - d. Default
- 7. Insurance
 - a. Liability
 - b. Availability
 - c. Costs
- D. Military Institutions
 - 1. History
 - a. External Influences
 - b. Internal Influences
 - 2. Organization
 - a. Defense establishment
 - b. Rank structure
 - c. Pay structure
 - d. Elite units
 - e. Joint organizations
 - f. Strategic organizations
 - g. Tactical/operational organizations
 - h. Administrative organizations
 - i. Logistics organizations
 - j. Research and development
 - k. Interfaces with security organizations
 - l. Linkages to ethnic or minority groups
 - 3. Procedures
 - a. Operations
 - b. Command and control
 - c. Administrative
 - d. Manpower management
 - e. Training
 - f. Logistical
 - g. Research and development

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
				X		
				X		
			X	X		X

X		X	X	X		
X	X	X	X	X	X	X
			X	X	X	
				X		
X		X	X	X		
X		X	X	X		

			X	X	X	
			X	X	X	X
			X	X	X	X
			X	X	X	X

			X	X	X	X
				X	X	X
				X	X	X

X	X	X		X		
X	X	X		X		

X	X	X	X	X	X	
X	X	X	X	X	X	X
				X		
X	X	X	X	X		
X	X	X	X	X		
X	X	X	X	X		
X	X	X	X	X		
X	X	X	X	X	X	
X	X	X	X	X	X	
X	X	X	X	X		
X	X	X	X	X		

X	X	X	X	X		
X	X	X	X	X		
X	X	X	X	X	X	
X	X	X	X	X		
X	X	X	X	X		
X	X	X	X	X	X	
X	X	X	X	X		

- h. Financial
- i. Control of weapons and ammunition
- j. Communications
- 4. Social Role
 - a. Importance assigned
 - b. "Nonmilitary" activities
- 5. Economic role
 - a. Importance assigned
 - b. Sources of tension
- 6. Customs and courtesies
 - a. Saluting
 - b. Forms of address
 - c. Officers' mess
 - d. Sergeants' mess
- E. Economic structure
 - 1. Concept of wealth
 - a. Definition
 - b. Hierarchy of merit
 - c. Indicators of wealth
 - d. Prestige/social status conferred by wealth
 - e. Display
 - f. Acquisition of wealth
 - g. Disposition of wealth
 - h. Excessive wealth
 - 2. Property system
 - 3. Economic administration
 - a. Time
 - b. Standards/practices in bookkeeping/recordkeeping
 - c. Standards/practices in personal business transactions
 - d. Corruption
 - 4. Public sector
 - a. Social/community services
 - b. State industries
 - c. Government role in allocations
 - 5. Private sector
 - 6. Subsistence technology
 - 7. Resources
 - a. Types
 - b. Production
 - c. Distribution
 - 8. Agriculture
 - a. Financing
 - b. Production
 - c. Relative cost of labor

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
X	X	X	X	X	X	
X	X	X	X	X	X	
X	X	X	X	X	X	

X	X	X	X	X		
X	X	X	X	X		

X	X	X	X	X		
X	X	X	X	X		

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

				X		
				X		
X				X		X
X				X		X
X				X		X
				X		
				X		
				X		
X				X		X

X	X	X	X	X	X	X
X	X	X	X	X	X	
X				X		X
X		X	X	X	X	X

				X		X
				X	X	
X	X	X		X	X	X
X				X	X	X
X	X	X		X	X	X

X	X	X		X		
				X		
				X		

				X		
X	X	X		X		
				X		

- ### F. Finance

			X	X	X	X
				X	X	X

- c. Sources
- d. Prices
- e. Purchasing
- 3. Food and beverages
 - a. Rationing
 - b. Units of measurement
 - c. Foods bought
 - d. Sources
 - e. Prices
 - f. Purchasing
- 4. Services
 - a. Availability
 - b. Sources
 - c. Prices
 - d. Purchasing
- H. Housing
 - 1. Urban
 - a. Permanent
 - b. Temporary
 - 2. Rural
 - a. Permanent
 - b. Temporary
 - 3. Utilities
 - a. Electricity
 - b. Gas
 - c. Other fuel sources
 - d. Water
 - e. Telephone service
- I. Health
 - 1. Basic concerns
 - a. Main health risks/diseases
 - b. Safety of water supply
 - 2. Types of care
 - a. Intervention (prevention)
 - b. Treatment (short-term)
 - c. Therapy (long-term)
 - 3. Health care structure
 - a. Regulation
 - b. Professional qualifications
 - 4. Availability (urban/rural)
 - a. Local practitioners
 - b. Health care facilities
 - 5. Endemic diseases and prevention
 - a. Generally-accepted/required immunizations

FID Mission elements						
Adv & Asst	Train	Evaluate	Comm & Contr	Security	CSS	Pers & Supp
				X	X	X
				X	X	X
				X	X	X

			X	X	X	X
				X	X	X
				X	X	X
				X	X	X
				X	X	X
				X	X	X

				X	X	X
				X	X	X
				X	X	X
				X	X	X

				X	X	X
X	X	X	X	X	X	X

				X	X	X
X	X	X	X	X	X	X

X	X	X	X	X	X	X
				X	X	X
				X	X	X
X	X	X	X	X	X	X
			X	X	X	X

X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X		X		
X	X	X		X		

				X		X
				X		X

X	X	X	X	X	X	X
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- b. Immunizations recommended by US DoS
- 6. Costs
 - a. How much
 - b. Who pays
- 7. Psychiatric care for those with
 - a. Nonconforming political beliefs
 - b. Nonconforming religious beliefs
 - c. Nonconforming social practices
 - d. Neuroticism
- J. Communication
 - 1. Modes and access
 - a. Courier
 - b. Telephone
 - c. Electronic
 - d. Postal
 - 2. Mass media
 - a. Newspapers
 - b. Magazines
 - c. Self-published materials
 - d. Radio
 - e. Television
- K. Transportation
 - 1. Personal driving
 - a. Licensing requirements
 - b. Insurance requirements
 - c. Rental cars/vans/trucks/boats
 - d. Roads
 - e. Fuel/services
 - f. Border crossing
 - g. Violations
 - h. Accidents
 - 2. Local
 - a. Taxis and chauffeured cars
 - b. Buses/trams/subway
 - 3. Distance travel
 - a. Domestic
 - b. International
- L. Educational system
 - 1. Oversight and control
 - 2. Institutions/curricula
 - a. Elementary
 - b. Secondary
 - c. Post-secondary/professional education
 - d. Linkages to ethnic or minority groups

FID Mission elements						
Pers & Supp	CSS	Security	Comm & Contr	Evaluate	Train	Adv & Asst
		X				

		X				
		X				

		X				
		X				
		X				
		X				

X		X	X	X	X	
X	X	X	X	X	X	X
X	X	X	X	X	X	X
			X	X	X	X

				X		X
				X		X
				X		
				X		X
				X		X

			X	X	X	X
				X	X	X
			X	X	X	X
			X	X	X	X
X	X	X	X	X	X	X
			X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X	X	X	X	X
X	X	X	X	X	X	X

X	X	X	X	X	X	X
			X	X	X	X

				X		
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X	X	X		X		
X	X	X		X		
X	X	X		X		
X	X	X		X		

APPENDIX R

UW Topic/Mission Worksheet

INSTRUCTIONS TO RATERS

You have been selected to participate in this project based on your appreciation and understanding of how cultural issues can affect successful mission accomplishment. Your task is to assess the relevance of key aspects of any culture to key elements of the unconventional warfare (UW) mission. To accomplish this task, you have copies of a Topic/Mission Worksheet to record your responses as well as copies of the Generic Culture Template and the UW Mission Template for reference.

The UW Mission Template describes the UW mission. Key elements of that mission are noted in **bold type** and are repeated as the six columns on the right of the Topic Assessment Worksheet.

The Generic Culture Template is a detailed topic outline of the elements of any culture. An extract of this document — down to the fourth level of the Template's outline — is duplicated in the first column of the Topic Assessment Worksheet.

PROCEDURES

In the Topic/Mission Worksheet, use your expertise and judgement to assess whether a cultural topic on the left axis is (or can be) relevant to successful performance of each of the mission elements. Record each positive response with an "x" at the intersection between the cultural topic and the mission element. Leave the box blank for a negative response. To assist in your judgements, refer to the Mission and Generic Templates that describe the contexts for each item to be rated.

For example, in assessing how culture interacts with the unconventional warfare (UW) mission, you might determine that "naming conventions" (topic I.B.1.a. from the Generic Culture Template) is relevant to the "advise and assist," the "train," the "command, control, and communications," the "intelligence and security," and the "psychological operations" elements of the UW mission. At the same time, you might determine that "naming conventions" are irrelevant to the "logistics" element of the UW mission. In this instance, you would leave the "logistics" box blank and record an "x" in each of the remaining boxes.

Similarly, you might determine that "hierarchy of merit" (topic III.E.1.b.) is relevant only to the "intelligence and security" and the "psychological operations" elements of the UW mission. In this instance, you would record an "x" in each of these two boxes and you would leave the rest of the boxes blank.

APPENDIX R — TAB 1

UW Topic/Mission Assessment

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP

I. Cultural core/psychological profile/human factors

A. Cultural values

1. Ethics and morality

- Foundations/roots of ethics and morality
- Key concepts pertaining to ethics and morality
- Personal responsibility as defined by ethics and morality
- Role of ethics and morality in financial transactions
- Role of ethics and morality in relationships
- Role of ethics and morality in possession behavior
- Influence of ethics and morality on decision-making
- Respect for life and environment
- Ethics and morality as they affect specific issues

			X		X
X	X	X	X	X	X
X	X	X	X	X	X
		X	X	X	
X			X		X
			X	X	X
X		X	X		X
X	X	X	X	X	X
X			X	X	X

2. Measures of status

- Family/clan/tribe
- Social position
- Social connections
- Religious
- Money and property
- Profession
- Education
- Children

X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X

3. Religious customs

- Basic religious beliefs and practices
- Prohibitions/Taboos
- Other beliefs

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

4. Time

- Concepts of specific time vs. approximate time
- Clock time
- Calendars
- Astrology
- Historical time

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
			X		X
X			X		X

5. Humor

- Definition of what is humorous
- Sources of humor
- Targets of humor

X	X		X		X
X	X		X		X
X	X		X		X

B. Relationships

1. Interpersonal relationships

- Naming conventions

X	X	X	X	X	X
---	---	---	---	---	---

- b. Forms of address
 - c. How adults relate to each other
 - d. How generations (age groups) relate to each other
 - e. How castes/social classes relate to each other
 - f. Master/mistress—servant relationships
 - g. Teacher/mentor/student/protege relationships
 - h. Relationships with individual outsiders
 - i. Sexual practices
 - j. Marriage and divorce
 - k. The family
 - l. The clan
 - m. The tribe
2. Communication, gestures, and interpersonal space
- a. Linguistic behaviors
 - b. Eye contact
 - c. General gestures and body language
 - d. Other interpersonal gestures
 - e. Interpersonal space
3. Person-society relationships
- a. Attitudes toward change
 - b. Attitudes toward legal systems
 - c. Attitudes toward authority
 - d. Expectations from authority
 - e. Obligations of citizens
 - f. Importance of order and structure
 - g. Attitudes towards human rights
- C. Motivations
1. General character/personality traits
- a. Concept of individual identity
 - b. Response to non-normative behavior
 - c. Socialization
 - d. Sources of stress
 - e. Expressions of aggression
 - f. Psychological orientation based on analytic tools
2. The relative importance of the group
- a. Importance and role of the larger group
 - b. Importance and role of the extended/nuclear family
 - c. Importance and role of the individual within the group
3. Response to governance
- a. Identification of authority
 - b. Authority figures
 - c. Types of response
4. Attitudes/responses toward external influences
- a. Degree of self-perceived cultural superiority

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP
X	X	X	X	X	X
X	X	X	X	X	X
			X		X
X	X		X		X
			X		X
X	X		X		X
X	X	X	X	X	X
X			X		X
			X		X
			X		X
			X		X
			X		X

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

X	X	X	X	X	X
			X		X
X	X	X	X		X
X	X	X	X		X
			X		X
X	X	X	X	X	X
X	X	X	X		X

X	X		X		X
---	---	--	---	--	---

X	X		X		X
X	X	X	X		X
X	X	X	X	X	X
X	X		X		X

X			X		X
			X		X
X	X		X		X

X	X	X	X		X
X		X	X		X
X	X	X	X	X	X

X	X		X		X
---	---	--	---	--	---

- b. Perceived threats from external sources
- 5. Education
 - a. Value
 - b. Philosophy/practice
- 6. Means of conflict resolution
 - a. Physical force
 - b. Intellectual discussion/compromise
 - c. Mediation/arbitration
 - d. Legal (courts)
 - e. Acceptance/avoidance
- 7. Political customs and beliefs
 - a. Political parties
 - b. Political leaders
- II. The culture's shared history
 - A. Historical tradition
 - 1. Mythology
 - a. Organic to culture
 - b. Adapted/incorporated from other cultures
 - c. Key ideas imbedded in mythology
 - 2. Oral history
 - a. Dating from
 - b. Information transmitted
 - c. Key ideas imbedded in culture from oral history
 - 3. Functions/historiography
 - a. Concept of history
 - b. Purpose of history
 - c. Documentation
 - d. Interpretation/frameworks
 - e. Key concepts imbedded in culture from history
 - 4. Key elements of history
 - a. Key historical dates known to all
 - b. Key historical figures known to all
 - c. Emotional values attached to specific events and figures
 - d. Perceptions of insiders
 - e. Perceptions of outsiders
 - f. Historical threads
 - 5. Change
 - a. Concepts
 - b. Rates of change
 - c. Cultural changes
 - B. Social structures
 - 1. Egalitarian social structures
 - a. Real
 - b. Stated

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP
X	X	X	X		X

X	X		X		X
X	X		X		X

X	X	X	X		X
X	X	X	X		X
X	X	X	X		X
			X		X
X	X	X	X		X

			X		X
X		X	X		X

			X		X
			X		X
X	X		X		X

			X		
			X		X
X	X		X		X

X			X		X
X			X		X
			X		X
X	X		X		X
X	X		X		X

X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X

X	X		X		X
			X		X
X	X		X		X

X	X		X		X
X	X		X		X

- c. Perceived
- 2. Stratified social structures
 - a. Kinship system
 - b. Class system
 - c. Caste system
- 3. Rank vs. social class/caste
 - a. Types of rank
 - b. Sources of rank
 - c. Permanence
 - d. Relative importance
- 4. Social class/caste mobility
 - a. Basis
 - b. Flexibility
- 5. Cross-class/caste relationships
 - a. By class/caste
 - b. By activity
- C. Manners/protocol
 - 1. Personal appearance/apparel
 - a. Grooming conventions
 - b. Apparel
 - 2. Introductions
 - a. Who
 - b. How
 - 3. Meetings/negotiations
 - a. Size/dynamics
 - b. Participants
 - c. Roles
 - d. Seating
 - e. Opening rituals
 - f. Importance of consensus
 - g. Closure
 - 4. Formal banquet
 - a. Times
 - b. Participants
 - c. Seating
 - d. Etiquette
 - 5. Consumption of alcohol
 - a. Accepted types of alcoholic drinks
 - b. Attitudes toward consumption
 - 6. Hospitality forms
 - a. Business/professional call
 - b. Social calls and gatherings
 - c. Overnight stay
 - d. Expressing condolences

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP
X	X		X		X
X	X		X		X
X	X		X		X
X	X	X	X	X	X
			X		X
			X		X
X	X	X	X	X	X
			X		X
			X		X
X			X		X
X			X		X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X		X	X	X	
X		X	X	X	
X		X	X	X	
X		X	X	X	
X		X	X	X	
X		X	X	X	
			X		
			X		
			X		
			X		
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
			X		
			X		
			X		

D. Linguistic characteristics

1. Linguistic history
2. Language(s) used
 - a. Officially-recognized language(s)
 - b. Other languages spoken
 - c. Language as a critical cultural ingredient
 - d. Attempts to regulate language
3. Language characteristics
 - a. Oral language
 - b. Written language
4. Use of English
 - a. Willingness
 - b. Ability/proficiency
 - c. Interpretation (oral)
 - d. Translation (written)

E. The arts

1. Visual arts
 - a. Painting
 - b. Sculpture
 - c. Ceramics
 - d. Textiles
 - e. Calligraphy
2. Architectural tradition
 - a. Forms/building materials/decoration
 - b. Who does it
 - c. Functions
 - d. Cultural attitudes
3. Literary tradition
 - a. Oral
 - b. Poetry
 - c. Prose
4. Drama
 - a. Theater
 - b. Opera
 - c. Films
5. Musical tradition
 - a. Instrumental music
 - b. Vocal music
 - c. Dance

G. Culinary tradition

1. Foods and beverages
 - a. Connotations
 - b. Foods
 - c. Beverages

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP

X	X	X	X	X	X
X	X	X	X	X	X
X	X		X		X
			X		

X	X	X	X	X	X
X	X	X	X	X	X

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

			X		X
			X		X
			X		X
			X		X
			X		X

			X		
			X		
X	X	X	X	X	X
			X		X

			X		X
			X		X
			X		X

			X		X
			X		
			X		X

			X		
			X		X
			X		X

X			X		X
X			X	X	
X			X	X	

2. Eating customs
 - a. Who generally sits down together
 - b. Appropriate mealtime etiquette
 - c. Length of meals
3. Typical meals
 - a. Times of day
 - b. Serving/presentation
 - c. Sequence of courses
- H. Recreation and leisure
 1. Discretionary time
 - a. Concept
 - b. Availability
 2. Activities/hobbies/avocations
 - a. Types of activities
 - b. Individual/group roles
 3. Role in culture
- I. Sports
 1. Definition of sport
 2. Sport activities
 - a. Types of activities
 - b. Individual/group roles
 3. Attitudes toward winning and losing
 4. Role in culture
- J. Vice
 1. Gambling
 - a. Clandestine
 - b. Legality/sanctions
 - c. Forms
 - d. Participation
 - e. Role in access to culture
 2. Narcotics
 - a. Legality/sanctions
 - b. Production
 - c. Distribution
 - d. Use
 - e. Role in society
 3. Liquor
 - a. Legality/sanctions
 - b. Production
 - c. Distribution
 - d. Use
 - e. Role in society
 4. Tobacco
 - a. Legality/sanctions

UW Mission elements					
Adv & Asst	Train	C3	ISS	Logistics	PSYOP

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

X	X	X	X	X	X
X	X	X	X	X	X

X	X		X		X
X	X		X		X

X			X		X
X			X		X
X			X		X

X			X		X
X			X		X
X			X		X
X			X		X

			X		
X			X		
			X		
			X		
X			X		X

X			X		
			X		
			X		
			X		
X			X		X

X			X		
			X		
			X		
			X		
X			X		X

X	X		X		
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- b. Production
- c. Distribution
- d. Use
- e. Role in society
- K. Hygiene
 - 1. Bathing
 - a. Modes
 - b. Location
 - c. Collegiality
 - d. Frequency
 - e. Appropriate scents
 - 2. Toilet use
 - a. Location
 - b. Customs
 - c. Mechanics
- L. Ethnic or minority groups
 - 1. Characteristics
 - a. Criteria for membership
 - b. Distinctive apparel
 - c. Distinctive customs
 - 2. Privileges
 - 3. Responsibilities
 - 4. Education
 - 5. Recreation/sports
 - 6. Attitudes towards others
- III. National/regional considerations
 - A. Geography
 - 1. Climate
 - a. Temperature ranges
 - b. Seasons
 - c. Precipitation patterns
 - d. Currents—wind/water
 - e. Adaptations to patterns
 - 2. Terrain
 - a. General relief
 - b. Land-use patterns
 - c. Adaptation to Extremes
 - 3. Water
 - a. Sources
 - b. Availability
 - c. Uses
 - d. Control
 - e. Rituals/customs associated with water
 - 4. Flora

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP
			X		
			X		
			X		
X			X		X

X			X		
X			X		
X			X		
X			X		
			X		

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

X			X		X
X			X		X
X	X		X		X
X	X		X		X

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

X	X	X	X	X	X
X	X	X	X	X	X
X			X		X
			X		
X			X		X

- a. Culturally-significant flora
- b. Availability
- 5. Fauna
 - a. Culturally-significant fauna
 - b. Status
 - c. Domestic animals
- 6. Demography
 - a. Living
 - b. Employment
 - c. Education
 - d. Ethnic or minority groups/disposition
 - e. Religious groups/region
- B. The polity
 - 1. Political structures
 - a. Durative (arising from within the culture itself)
 - b. Temporary (imposed from outside the culture)
 - 2. Power structure
 - a. Leadership
 - b. Executive functions
 - c. Legislative functions
 - d. Legal functions
 - e. Key individuals
 - f. Political cohesion
 - g. Patriotism
 - h. Linkages to ethnic or minority groups
 - 3. Roles of the political organization
 - a. Areas of involvement
 - b. Functions
 - 4. Relations between civil and religious authorities
- C. Legal system
 - 1. Conceptual basis
 - 2. Laws
 - a. Manner in which laws are enforced
 - b. Process for legal change
 - 3. Crime
 - a. Categories
 - b. Patterns/locations
 - c. Punishments
 - 4. Legal organization
 - a. Institutions
 - b. Jurisdictions
 - c. Trial procedures
 - d. Linkages to ethnic or minority groups
 - e. Religious law vs. civil law

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP
			X		X
			X		

			X		X
			X		X
X	X		X	X	X

X			X		X
X			X		X
X	X		X		X
X			X		X
X			X		X

X			X		X
X			X		X

			X		X
			X		X
			X		X
			X		X
X			X		X
X			X		X
X			X		X
X			X		X

X			X		X
X			X		X

--	--	--	--	--	--

X			X		X
			X		X

			X		X
			X		X
			X		X

			X		
			X		
			X		
			X		X
			X		X

5. Internal security organization
 - a. Structure
 - b. Types
 - c. Criminal investigation
 - d. Confinement
 - e. Interfaces with military organizations
 - f. Linkages to ethnic groups
6. Contracts
 - a. Concept and importance
 - b. Form
 - c. Enforcement
 - d. Default
7. Insurance
 - a. Liability
 - b. Availability
 - c. Costs
- D. Military Institutions
 1. History
 - a. External Influences
 - b. Internal Influences
 2. Organization
 - a. Defense establishment
 - b. Rank structure
 - c. Pay structure
 - d. Elite units
 - e. Joint organizations
 - f. Strategic organizations
 - g. Tactical/operational organizations
 - h. Administrative organizations
 - i. Logistics organizations
 - j. Research and development
 - k. Interfaces with security organizations
 - l. Linkages to ethnic or minority groups
 3. Procedures
 - a. Operations
 - b. Command and control
 - c. Administrative
 - d. Manpower management
 - e. Training
 - f. Logistical
 - g. Research and development
 - h. Financial
 - i. Control of weapons and ammunition
 - j. Communications

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP

X	X		X		X
X	X		X		X
			X		X
			X		
X	X		X		X
X			X		X

X	X		X		X
X	X		X		X

X	X	X	X	X	X
X	X	X	X	X	X
X			X		X
X	X	X	X		X
X	X	X	X		X
X	X	X	X		X
X	X	X	X		X
			X		X
X	X		X	X	X
			X		X
X	X		X		X
X	X		X		X

X	X	X	X	X	X
X	X	X	X		X
			X		X
			X		X
X	X		X	X	X
X	X		X	X	X
			X		X
			X		X
X	X		X	X	X
X	X	X	X	X	X

4. Social Role
 - a. Importance assigned
 - b. "Nonmilitary" activities
5. Economic role
 - a. Importance assigned
 - b. Sources of tension
6. Customs and courtesies
 - a. Saluting
 - b. Forms of address
 - c. Officers' mess
 - d. Sergeants' mess
- E. Economic structure
 1. Concept of wealth
 - a. Definition
 - b. Hierarchy of merit
 - c. Indicators of wealth
 - d. Prestige/social status conferred by wealth
 - e. Display
 - f. Acquisition of wealth
 - g. Disposition of wealth
 - h. Excessive wealth
 2. Property system
 3. Economic administration
 - a. Time
 - b. Standards/practices in bookkeeping/recordkeeping
 - c. Standards/practices in personal business transactions
 - d. Corruption
 4. Public sector
 - a. Social/community services
 - b. State industries
 - c. Government role in allocations
 5. Private sector
 6. Subsistence technology
 7. Resources
 - a. Types
 - b. Production
 - c. Distribution
 8. Agriculture
 - a. Financing
 - b. Production
 - c. Relative cost of labor
 - d. Organization
 - e. Distribution
 - f. Market structure

UW Mission elements					
Adv & Asst	Train	C3	IS	Logistics	PSYOP

X			X		X
X			X		X

X			X		X
X			X		X

X	X		X		
X	X		X		X
			X		X
			X		X

			X		X
			X		X
X			X		X
			X		X
			X		X
			X		X
			X		X
			X		X

X			X		X
			X	X	X
X		X	X	X	X
X			X		X

X	X		X		X
			X		X
			X		X

X	X		X	X	X
			X		
X	X		X	X	X

			X		X
			X		X
			X		X
X	X		X		X
X	X		X	X	X
X	X		X	X	X

9. Information and service technology
 - a. Media
 - b. Availability
10. Industry
 - a. Management philosophies
 - b. Financing
 - c. Production
 - d. Distribution
 - e. Market structure
11. Taxation
 - a. Types of taxes
 - b. Who pays
 - c. Enforcement
12. Relative self-sufficiency
 - a. What requirements met from indigenous sources
 - b. What requirements provided by imports
- F. Finance
 1. Currency
 - a. Controls
 - b. Conversion
 - c. Appearance and structure
 - d. Need for cash
 2. Institutions
 - a. Banks
 - b. Savings banks
 - c. Money shops
 3. Procedures
 - a. External (foreign currency) accounts
 - b. Current (checking or savings) accounts
 - c. Funding Transfers
 4. International links
 5. Personal financial transactions
- G. Buying/leasing/selling goods and services
 1. Durable goods
 - a. Rationing
 - b. Sources
 - c. Prices
 - d. Purchasing
 2. Clothing
 - a. Rationing
 - b. Sizes
 - c. Sources
 - d. Prices
 - e. Purchasing

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP

X			X		X
X			X		X

X	X		X		X
			X		
			X		
X	X		X	X	X
X	X		X	X	X

			X		X
X			X		X
			X		X

X	X	X	X	X	X
X	X	X	X	X	X

			X	X	X
			X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

			X	X	X
			X	X	X
			X	X	X

			X		
			X		
			X		

			X		X
			X	X	X
			X	X	X
			X	X	

			X		X
			X	X	X
			X	X	X
			X	X	X
			X	X	

3. Food and beverages
 - a. Rationing
 - b. Units of measurement
 - c. Foods bought
 - d. Sources
 - e. Prices
 - f. Purchasing
4. Services
 - a. Availability
 - b. Sources
 - c. Prices
 - d. Purchasing

H. Housing

1. Urban
 - a. Permanent
 - b. Temporary
2. Rural
 - a. Permanent
 - b. Temporary
3. Utilities
 - a. Electricity
 - b. Gas
 - c. Other fuel sources
 - d. Water
 - e. Telephone service

I. Health

1. Basic concerns
 - a. Main health risks/diseases
 - b. Safety of water supply
2. Types of care
 - a. Intervention (prevention)
 - b. Treatment (short-term)
 - c. Therapy (long-term)
3. Health care structure
 - a. Regulation
 - b. Professional qualifications
4. Availability (urban/rural)
 - a. Local practitioners
 - b. Health care facilities
5. Endemic diseases and prevention
 - a. Generally-accepted/required immunizations
 - b. Immunizations recommended by US DoS
6. Costs
 - a. How much

UW Mission elements					
PSYOP	Logistics	I&S	C3	Train	Adv & Asst

		X			X
		X	X		X
		X	X		X
		X	X		X
		X	X		X
		X	X		

		X	X		X
		X	X		X
		X	X		X
		X	X		

		X			X
		X	X		X

		X			X
		X	X		X

		X	X		X
		X	X		X
		X	X		X
		X	X		X
		X	X		X

X	X	X	X	X	X
X	X	X	X	X	X

X	X		X		X
X	X		X		X
			X		X

		X			X
		X			X

		X			X
		X			X

X	X	X	X	X	X
		X			

		X			X
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- b. Who pays
- 7. Psychiatric care for those with
 - a. Nonconforming political beliefs
 - b. Nonconforming religious beliefs
 - c. Nonconforming social practices
 - d. Neuroticism
- J. Communication
 - 1. Modes and access
 - a. Courier
 - b. Telephone
 - c. Electronic
 - d. Postal
 - 2. Mass media
 - a. Newspapers
 - b. Magazines
 - c. Self-published materials
 - d. Radio
 - e. Television
- K. Transportation
 - 1. Personal driving
 - a. Licensing requirements
 - b. Insurance requirements
 - c. Rental cars/vans/trucks/boats
 - d. Roads
 - e. Fuel/services
 - f. Border crossing
 - g. Violations
 - h. Accidents
 - 2. Local
 - a. Taxis and chauffeured cars
 - b. Buses/trams/subway
 - 3. Distance travel
 - a. Domestic
 - b. International
- L. Educational system
 - 1. Oversight and control
 - 2. Institutions/curricula
 - a. Elementary
 - b. Secondary
 - c. Post-secondary/professional education
 - d. Linkages to ethnic or minority groups

UW Mission elements					
Adv & Asst	Train	C3	I&S	Logistics	PSYOP
			X		X

X		X	X		X
X	X	X	X		X
X	X	X	X		X
X		X	X		X

			X		X
			X		X
X	X		X	X	X
X	X	X	X		X
X	X		X		X

			X	X	
			X	X	
			X	X	
X	X		X	X	X
			X	X	X
			X		
			X		X
			X		

			X	X	
			X	X	

			X		
			X		

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X	X		X		X
X	X		X		X
X	X		X		X
X	X		X		X

APPENDIX S

Preliminary Prioritization of Skills for Training—Arabs of West Asia/FID

1	2	3	4	5	6	7	8	9	10	11	12	13	14				
			Mission Weightings — Foreign Internal Defense														
Rank	Item No	Behavior	Advise/Assist		Train		Evaluate		Cmd & Ctrl		Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00							
1	087	Avoid touching behaviors with members of opposite sex (except a handshake in a business situation)	X	X	X	X	X	X	X	X	X	X	X	7.00	6.93	6	13.93
2	073	Never use profanity	X	X	X	X	X	X	X	X	X	X	X	7.00	6.88	10	13.88
3	439	Identify/respond to/model appropriate manner to deal with police regarding major traffic violation	X	X	X	X	X	X	X	X	X	X	X	7.00	6.77	18	13.77
4	438	Identify/respond to/model appropriate manner to deal with police regarding minor traffic violation	X	X	X	X	X	X	X	X	X	X	X	7.00	6.71	23	13.71
5	216	Identify prohibited foods	X	X	X	X	X	X	X	X	X	X	X	7.00	6.69	24	13.69
6	424	Identify/respond to validity of US driver's license	X	X	X	X	X	X	X	X	X	X	X	7.00	6.68	25	13.68
7	440	Identify circumstances in which police should be involved	X	X	X	X	X	X	X	X	X	X	X	7.00	6.53	36	13.53
8	082	Avoid using offensive gestures in scripted conversation	X	X	X	X	X	X	X	X	X	X	X	7.00	6.52	37	13.52
9	368	Identify/respond to/model how to address a senior	X	X	X	X	X	X	X	X	X	X	X	7.00	6.49	39	13.49
10	365	Identify/respond to/model whom to salute	X	X	X	X	X	X	X	X	X	X	X	7.00	6.46	41	13.46
11	370	Identify/respond to/model appropriate customs in the officers' mess	X	X	X	X	X	X	X	X	X	X	X	7.00	6.45	42	13.45
12	371	Identify/respond to/model appropriate customs in the sergeants' mess	X	X	X	X	X	X	X	X	X	X	X	7.00	6.41	45	13.41
13	041	Identify importance of Hajj/Eid al-Adha	X	X	X	X	X	X	X	X	X	X	X	7.00	6.34	50	13.34
14	075	Identify/respond to insult in scripted conversation	X	X	X	X	X	X	X	X	X	X	X	7.00	6.24	58	13.24
15	403	Identify/respond to the safety of the water supply	X	X	X	X	X	X	X	X	X	X	X	7.00	6.12	67	13.12
16	425	Identify sources and requirements for International driver's license	X	X	X	X	X	X	X	X	X	X	X	7.00	6.09	69	13.09
17	297	Identify police authority and responsibility	X	X	X	X	X	X	X	X	X	-	X	6.32	6.75	20	13.07
18	049	Use title, proper form of address in written communications	X	X	X	X	X	X	X	X	X	X	X	7.00	6.05	72	13.05
19	259	Identify degree of privacy expected	X	X	X	X	X	X	X	X	X	X	X	7.00	6.04	73	13.04
20	141	Identify/respond to/model wearing appropriate clothing	X	X	X	X	X	X	X	X	X	X	X	7.00	6.00	76	13.00
21	311	Identify/respond to rank	X	X	-	X	X	X	X	X	X	X	X	6.10	6.79	17	12.89
22	443	Identify/respond to/model how to deal with reporting requirements	X	X	X	X	X	X	X	X	X	X	X	7.00	5.87	85	12.87
23	442	Identify/respond to/model contacting medical and road services	X	X	X	X	X	X	X	X	X	X	X	7.00	5.86	86	12.86
24	366	Identify/respond to/model when to salute	X	X	X	X	X	X	X	X	X	X	X	7.00	5.85	87	12.85
25	369	Identify/respond to/model how to address a junior	X	X	X	X	X	X	X	X	X	X	X	7.00	5.77	93	12.77
26	048	Use correct form of address in social situations	X	X	X	X	X	X	X	X	X	X	X	7.00	5.71	97	12.71
27	089	Identify/respond to typical attitudes toward political authority	X	X	X	X	X	X	X	X	X	X	X	6.32	6.33	51	12.65

Rank	Item No	Behavior	Mission Weightings							Culture Rankings	Overall Weight		
			Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel				
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00			
28	447	Identify/respond to required documentation	X	X	X	X	X	X	X	7.00	5.61	105	12.61
29	104	Identify/respond to notions of cultural superiority without giving offense	X	X	X	X	X	X	X	7.00	5.53	111	12.53
30	160	Identify/respond to/model appropriate topics of conversation	X	X	X	X	X	X	X	7.00	5.50	113	12.50
31	217	Understand the role of ritual slaughtering of animals	X	X	X	X	X	X	X	7.00	5.49	114	12.49
32	040	Identify importance of Ramadan/Eid al-Fitr	X	X	-	X	X	X	X	6.10	6.37	48	12.47
33	155	Model appropriate acceptance of invitation to business gathering	X	X	X	X	X	X	X	7.00	5.45	117	12.45
34	057	Identify/respond to attitudes towards American individuals	X	X	X	X	X	X	X	7.00	5.42	119	12.42
35	140	Foreign men should NOT adopt local dress	X	X	X	X	X	X	X	7.00	5.39	121	12.39
36	285	Identify, by area, functions that the political organization performs	X	X	X	X	X	-	X	6.32	6.06	71	12.38
37	223	Model appropriate conversation	X	X	X	X	X	-	X	6.32	6.02	74	12.34
38	053	Men: Do not deal with Arab women	X	-	X	X	X	X	X	5.43	6.91	8	12.34
39	448	Identify/respond to/model appropriate action regarding gratuities	X	X	X	X	X	X	X	7.00	5.33	126	12.33
40	433	Identify/respond to/model how to rent, use, and return a car	X	X	X	X	X	X	X	7.00	5.30	128	12.30
41	052	Avoid all physical contact with members of the opposite sex (Arab and non-Arab alike)	X	-	X	X	X	X	X	5.43	6.87	11	12.30
42	308	Identify/respond to uniforms of different services	X	X	X	X	X	X	-	6.62	5.67	100	12.29
43	080	Identify hostile gestures and respond	X	X	X	X	X	X	X	7.00	5.26	131	12.26
44	081	Model using gestures appropriate to content and audience in scripted conversation	X	X	X	X	X	X	X	7.00	5.19	136	12.19
45	069	Model when and how to terminate a conversation	X	X	X	X	X	X	X	7.00	5.17	138	12.17
46	047	Correctly use title, proper form of address in business meetings	X	X	X	X	X	X	X	7.00	5.15	139	12.15
47	404	Identify/respond to generally-accepted/required immunizations	X	X	X	X	X	-	X	6.32	5.83	88	12.15
48	312	Identify missions, functions, structures, and special privileges of elite units	X	X	X	X	X	-	-	5.94	6.21	60	12.15
49	402	Identify/respond to main health risks for outsiders	X	X	X	X	X	X	X	7.00	5.14	140	12.14
50	077	Model maintaining appropriate eye contact with a woman during a scripted conversation	-	X	X	X	X	X	X	5.82	6.29	54	12.11
51	304	Identify relationships between the security organization and ethnic or minority groups	X	X	X	X	X	-	-	5.94	6.17	63	12.11
52	303	Identify interfaces between security and military organizations	X	X	X	X	X	-	-	5.94	6.13	66	12.07
53	106	Identify/respond to attitudes towards actions taken by American government	X	X	X	-	X	-	X	5.49	6.54	35	12.03
54	084	Identify/respond to hand motions during scripted conversation	X	X	X	X	X	X	X	7.00	4.99	151	11.99
55	310	Identify category (officer/warrant/noncommissioned/other ranks)	X	X	-	X	X	X	X	6.10	5.89	84	11.99
56	329	Identify administrative procedures	X	X	X	X	X	X	-	6.62	5.35	124	11.97
57	201	Practice the appropriate manner of speaking when using a consecutive interpreter	X	X	X	X	X	X	X	7.00	4.96	153	11.96
58	144	Identify the importance of consensus in achieving meeting objectives	X	X	X	X	X	X	X	7.00	4.95	154	11.95

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mission Weightings — Foreign Internal Defense													
Rank	Item No	Behavior	Mission Weightings — Foreign Internal Defense										
			Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight
59	202	Identify local sources of quality translation work	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00	4.91	157	11.91
60	441	Identify costs associated with police involvement	X	X	X	X	X	X	X	7.00	4.91	157	11.91
61	222	Identify appropriate/inappropriate conversational topics	X	X	X	X	X	-	X	6.32	5.55	109	11.87
62	358	Identify procedures for control of weapons and ammunition	X	X	X	-	X	X	-	5.79	6.08	70	11.87
63	367	Identify/respond to model when not to salute	X	X	X	X	X	X	X	7.00	4.83	163	11.83
64	434	Identify typical road conditions	X	X	X	X	X	X	X	7.00	4.82	164	11.82
65	161	Identify/model how long to stay	X	X	X	X	X	X	X	7.00	4.80	165	11.80
66	286	Identify/respond to relations between civil and religious authorities	X	X	X	X	X	-	X	6.32	5.47	115	11.79
67	105	Identify/respond to perceived threats to cultural integrity	X	X	X	-	X	-	X	5.49	6.25	57	11.74
68	359	Identify/respond to the social roles played by the armed forces	X	X	X	X	X	-	-	5.94	5.74	95	11.68
69	360	Identify/respond to the importance assigned to social roles played by the armed forces	X	X	X	X	X	-	-	5.94	5.73	96	11.67
70	095	Identify/respond to deviations from American norms	X	X	X	X	X	-	X	6.32	5.34	125	11.66
71	309	Identify/respond to key individuals directing the defense establishment	X	X	X	X	X	X	-	6.62	5.02	149	11.64
72	107	Identify/respond to attitudes towards American culture	X	X	X	-	X	-	X	5.49	6.14	65	11.63
73	147	Identify/model appropriate way to close scripted negotiation	X	X	X	X	X	X	X	7.00	4.63	178	11.63
74	405	Identify/respond to immunizations recommended by the US DoS	X	X	X	X	X	-	X	6.32	5.31	127	11.63
75	153	Identify appropriate times to make business calls	X	X	X	X	X	X	X	7.00	4.62	179	11.62
76	320	Identify interfaces between commercial and military transportation services	X	X	X	X	X	X	-	6.62	4.98	152	11.60
77	154	Identify/model appropriate time to arrive for a business call	X	X	X	X	X	X	X	7.00	4.60	180	11.60
78	284	Identify areas in which the political organization is involved	X	X	X	X	X	-	X	6.32	5.27	130	11.59
79	283	Identify political relationships with ethnic or minority groups	X	X	X	X	X	-	X	6.32	5.23	133	11.55
80	296	Identify when religious law takes precedence over civil law	X	-	X	X	X	-	X	4.75	6.76	19	11.51
81	145	Identify the importance of consensus in achieving negotiation objectives	X	X	X	X	X	X	X	7.00	4.44	192	11.44
82	067	Identify when not appropriate to initiate a conversation	X	X	X	X	X	X	X	7.00	4.39	196	11.39
83	002	Avoid dealings with Arab women	X	-	X	X	X	-	X	4.75	6.62	29	11.37
84	364	Identify/respond to tensions between military and economic roles	X	X	X	X	X	-	-	5.94	5.43	118	11.37
85	246	Identify penalties for consuming liquor	X	-	-	X	X	X	X	4.53	6.84	13	11.37
86	245	Identify the legality of liquor	X	-	-	X	X	X	X	4.53	6.81	15	11.34
87	060	Identify/respond to frequently-used euphemisms	X	X	X	X	X	X	X	7.00	4.33	200	11.33
88	162	Identify/model appropriate behavior to conclude the call	X	X	X	X	X	X	X	7.00	4.29	203	11.29
89	260	Identify/respond to model appropriate request to use a toilet	X	X	X	X	X	X	X	7.00	4.26	204	11.28

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mission Weightings — Foreign Internal Defense													
Rank	Item No	Behavior	Mission Weightings										
			Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight
90	262	Model appropriate use of toilet	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00			
91	247	In general, anticipate complete abstinence for duration of stay	X	X	X	X	X	X	X	7.00	4.27	205	11.27
92	021	During Ramadan: do not eat, drink or smoke in public	X	-	-	X	X	X	X	4.53	6.73	21	11.26
93	156	Identify/respond to/model appropriate greetings	X	X	-	-	X	-	X	4.59	6.65	27	11.24
94	086	Identify hostile behaviors and respond appropriately during scripted conversation	X	X	X	X	X	X	X	7.00	4.20	210	11.20
95	248	Identify the role that liquor plays	X	-	-	X	X	X	X	7.00	4.19	211	11.19
96	362	Identify/respond to the economic roles played by the armed forces	X	X	X	X	X	X	X	4.53	6.61	30	11.14
97	435	Model planning the most economical route in terms of time and money	X	X	X	X	X	X	-	5.94	5.18	137	11.12
98	159	Identify/model accepting/rejecting food/drink as appropriate	X	X	X	X	X	X	X	7.00	4.07	220	11.07
99	042	Avoid Shiite neighborhoods on Ashura	X	-	X	X	X	X	X	7.00	4.05	221	11.05
100	065	Model appropriate behavior during scripted negotiations	X	X	X	X	X	-	X	4.75	6.30	53	11.05
101	066	Identify culturally-unacceptable compromises in scripted negotiations	X	X	X	X	X	X	X	7.00	4.00	225	11.00
102	322	Identify interfaces between the defense establishment and internal security organizations	X	X	X	X	X	X	X	7.00	3.95	229	10.95
103	146	Identify/model appropriate way to close scripted meeting	X	X	X	X	X	-	-	5.94	5.00	150	10.94
104	307	Identify components of the defense establishment	X	X	X	X	X	X	X	7.00	3.93	230	10.93
105	401	Identify main health risks for members of the culture	X	X	X	X	X	X	-	6.62	4.24	207	10.86
106	289	Avoid committing a crime	X	-	-	X	X	X	X	7.00	3.85	236	10.85
107	261	Identify/respond to appropriate methods of cleaning up	X	X	X	X	X	X	X	3.85	6.99	2	10.84
108	027	Adopt appropriate dress	X	X	X	X	X	X	X	7.00	3.81	239	10.81
109	221	Model sitting appropriately	X	X	-	-	X	-	X	4.59	6.18	62	10.77
110	293	Identify criminal jurisdictions by type of offense	X	X	X	X	-	-	X	4.86	5.90	83	10.76
111	287	Identify rigor with which laws are enforced	X	-	X	X	X	-	X	4.75	6.01	75	10.76
112	282	Identify/respond to conflict between cultural and national allegiances	X	X	-	X	X	X	X	4.53	6.22	59	10.75
113	079	Identify scripted warnings and respond appropriately	X	X	X	X	X	-	X	5.49	5.25	132	10.74
114	314	Identify mission, functions, and structures of strategic organizations	X	X	X	X	X	X	X	7.00	3.71	247	10.71
115	143	Identify/respond to/model appropriate way to begin scripted negotiation	X	X	X	X	X	-	-	5.94	4.75	169	10.69
116	093	Identify/respond to normal cultural expectations of and needs for political and social order and structure	X	X	X	X	X	X	X	7.00	3.67	250	10.67
117	363	Identify/respond to the importance assigned to economic roles played by the armed forces	X	X	X	X	X	-	X	6.32	4.35	199	10.67
118	361	Identify/respond to "non-military" activities performed by the armed forces	X	X	X	X	X	-	-	5.94	4.72	171	10.66
119	158	Identify/model appropriate seating/posture	X	X	X	X	X	-	X	5.94	4.67	175	10.61
120	354	Identify/respond to procedures for obtaining transportation support	X	X	X	X	X	X	X	7.00	3.50	262	10.50
			X	X	X	X	X	X	-	6.62	3.87	235	10.49

1	2	3	Mission Weightings — Foreign Internal Defense											12	13	14
Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight			
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00						
121	131	Identify/respond to types of rank within the culture	X	-	X	X	X	X	X	5.43	5.03	148	10.46			
122	315	Identify mission, functions, and structures of tactical and operational organizations and units	X	X	X	X	X	-	-	5.94	4.50	188	10.44			
123	410	Model making an international call	X	X	X	X	X	X	X	7.00	3.40	270	10.40			
124	292	Identify the components of the legal system	X	-	X	X	X	-	X	4.75	5.65	102	10.40			
125	436	Buy a tank of gasoline	X	X	X	X	X	X	X	7.00	3.38	271	10.38			
126	019	Do not talk to or walk in front of people praying	X	X	-	-	X	-	X	4.59	5.75	94	10.34			
127	102	Identify/respond to the role of the individual within the family	X	X	-	X	X	-	X	5.42	4.90	158	10.32			
128	328	Identify command and control doctrine and procedures	X	X	X	X	X	-	-	5.94	4.37	197	10.31			
129	064	Model appropriate turn-taking behavior during scripted conversation	X	X	X	X	X	X	X	7.00	3.29	278	10.29			
130	061	Identify/respond to religious allusions in scripted conversation	X	X	X	X	X	X	X	7.00	3.28	279	10.28			
131	258	Identify public toilet facilities	X	-	X	X	X	X	X	5.43	4.84	162	10.27			
132	113	Identify/respond to/model when mediation and arbitration are appropriate means of conflict resolution	X	X	-	X	X	X	X	6.10	4.17	212	10.27			
133	298	Identify a police officer	X	-	-	X	X	-	X	3.85	6.42	44	10.27			
134	083	Demonstrate tactful refusal of more food	X	X	X	X	X	X	X	7.00	3.20	285	10.20			
135	346	Identify/respond to/model compliance with supply accounting procedures	X	X	X	X	X	X	-	6.62	3.56	258	10.18			
136	074	Use typical invocations of the deity in scripted conversations	X	X	X	X	X	X	X	7.00	3.17	287	10.17			
137	347	Identify normal sources and availability of service support	X	X	X	X	X	X	-	6.62	3.54	259	10.16			
138	031	Understand main taboos and avoid behaviors which can be offensive due to prohibited nature	X	X	-	-	X	-	X	4.59	5.57	108	10.16			
139	344	Identify/respond to procedures for obtaining supply support	X	X	X	X	X	X	-	6.62	3.53	260	10.15			
140	351	Identify/respond to procedures for obtaining maintenance support	X	X	X	X	X	X	-	6.62	3.52	261	10.14			
141	323	Identify linkages between organizational structure and ethnic or minority groups	X	X	X	X	X	-	-	5.94	4.13	215	10.07			
142	413	Identify/model how to send local and international telegrams	X	X	X	X	X	X	X	7.00	3.06	295	10.06			
143	313	Identify mission, functions, and structures of joint organizations	X	X	X	X	X	-	-	5.94	4.12	216	10.06			
144	205	Understand that images of Mohammed are prohibited	X	-	-	-	X	-	X	3.02	7.00	1	10.02			
145	015	In Saudi Arabia, never enter a mosque	X	-	-	-	X	-	X	3.02	6.97	3	9.99			
146	103	Identify/respond to the role of the individual within a group	X	X	-	X	X	-	X	5.42	4.55	184	9.97			
147	357	Identify fiscal control procedures	X	X	X	-	X	X	-	5.79	4.16	213	9.95			
148	014	Do not enter a mosque without permission	X	-	-	-	X	-	X	3.02	6.92	7	9.94			
149	016	Remove shoes at entrance to mosque	X	-	-	-	X	-	X	3.02	6.89	9	9.91			
150	078	Identify scripted friendly gestures and respond appropriately	X	X	X	X	X	X	X	7.00	2.90	307	9.90			
151	112	Identify/respond to/model when intellectual discussion and compromise are appropriate means of conflict resolution	X	X	-	X	X	X	X	6.10	3.75	244	9.85			

		Mission Weightings — Foreign Internal Defense													
Rank	Item No	Behavior	Personnel							Mission Weights	Culture Weights	Culture Rankings	Overall Weight		
			Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics							
152	288	Identify categories of crime	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00					
153	010	Be respectful near a mosque/prayer room—no loud music or shouting	X	-	-	X	X	-	X	3.85	5.98	77	9.83		
154	078	Model maintaining appropriate eye contact with a man during a scripted conversation	X	-	-	-	X	-	X	3.02	6.80	16	9.82		
155	408	Identify/respond to/model appropriate etiquette for incoming and outgoing calls	X	X	X	X	X	X	X	7.00	2.81	314	9.81		
156	327	Identify doctrine and procedures for conducting constabulary operations	X	X	X	X	X	X	X	7.00	2.79	315	9.79		
157	446	Identify most economical form of transport	X	X	X	X	X	-	-	5.94	3.84	237	9.78		
158	445	Identify/respond/model how to use public transportation	X	X	X	X	X	X	X	7.00	2.78	316	9.78		
159	348	Identify/respond to procedures for obtaining service support	X	X	X	X	X	X	X	7.00	2.75	318	9.75		
160	414	Identify/model how to access e-mail systems	X	X	X	X	X	X	-	6.62	3.13	290	9.75		
161	350	Identify/respond to normal sources and availability of maintenance support	X	X	X	X	X	X	X	7.00	2.74	319	9.74		
162	411	Identify/respond to/model knowing when a facsimile may be sent	X	X	X	X	X	X	-	6.62	3.12	291	9.74		
163	409	Model making a local call from a public telephone	X	X	X	X	X	X	X	7.00	2.73	320	9.73		
164	353	Identify normal sources and availability of transportation support	X	X	X	X	X	X	X	7.00	2.71	321	9.71		
165	115	Identify/respond to/model when avoidance is an appropriate means of conflict resolution	X	X	X	X	X	X	-	6.62	3.09	293	9.71		
166	111	Identify when the resort to force is an appropriate means of conflict resolution	X	X	-	-	X	X	X	5.27	4.43	193	9.70		
167	025	Gestures/behaviors appropriate/inappropriate with religious leaders	X	X	-	-	X	-	-	4.21	5.46	116	9.67		
168	277	Identify head of state and head of government	X	-	-	-	X	-	X	3.02	6.64	28	9.66		
169	142	Identify/respond to/model appropriate way to begin scripted meeting	X	-	X	X	X	-	-	4.37	5.29	129	9.66		
170	220	Identify who generally sits down together	X	X	X	X	X	X	X	7.00	2.61	329	9.61		
171	343	Identify, by class of supply, normal internal and external sources and availability of material	X	X	X	X	X	-	X	6.32	3.26	280	9.58		
172	055	Model appropriate behavior in dealing with teachers or mentors	X	X	X	X	X	X	-	6.62	2.96	303	9.58		
173	072	Model appropriate elicitation techniques in scripted conversation	X	X	-	-	X	-	-	4.21	5.37	123	9.58		
174	330	Identify military personnel accession sources	X	X	X	X	X	X	X	7.00	2.57	332	9.57		
175	163	Identify/model appropriate subsequent follow-up	X	X	X	-	X	-	-	5.11	4.46	191	9.57		
176	242	Identify the legal and illegal drugs	X	X	X	X	X	X	X	7.00	2.50	337	9.50		
177	290	Identify typical punishments	-	-	-	X	X	-	X	2.67	6.83	14	9.50		
178	412	Identify/model how to send local and international facsimiles	X	-	-	X	X	-	X	3.85	5.62	104	9.47		
179	101	Identify/respond to the relative importance of larger groups to the individual	X	X	X	X	X	X	X	7.00	2.46	340	9.46		
180	114	Identify when legal remediation is an appropriate means of conflict resolution	X	X	-	X	X	-	X	5.42	4.04	222	9.46		
181	138	Identify/respond to/model appropriate grooming	X	X	-	X	X	X	X	6.10	3.34	274	9.44		
182	030	Men: Do not inquire about female family members	X	X	X	X	X	X	X	7.00	2.39	345	9.39		
			X	-	-	-	X	-	X	3.02	6.36	49	9.38		

1	2	3	Mission Weightings — Foreign Internal Defense											13	14
Rank	Item No	Behavior	Advise/Assist							Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight	
			4	5	6	7	8	9	10						
183	130	Identify class from clothing, mannerisms, speech patterns	X	X	X	X	X	X	X	7.00	2.35	348	9.35		
184	068	Model how to initiate a conversation	X	X	X	X	X	X	X	7.00	2.34	349	9.34		
185	295	Identify relationships between the legal organization and ethnic or minority groups	X	-	X	X	X	-	-	4.37	4.94	155	9.31		
186	091	Identify/respond to normal cultural expectations from authority	X	X	X	X	X	-	X	6.32	2.98	301	9.30		
187	268	Identify/respond to attitudes regarding domestic animals	X	X	X		X	X	X	6.17	3.10	292	9.27		
188	071	Identify inappropriate elicitation techniques	X	X	X	X	X	X	X	7.00	2.27	354	9.27		
189	240	Avoid gambling activities	-	-	-	X	X	-	X	2.67	6.60	31	9.27		
190	100	Identify/respond to the ways in which members of the culture respond to external stimuli	X	X	X	X	X	X	X	7.00	2.26	355	9.26		
191	051	Model appropriate behavior toward member of the same sex	X	X	X	X	X	X	X	7.00	2.25	356	9.25		
192	324	Identify doctrine and procedures for conducting combined conventional operations	X	X	X	X	X	-	-	5.94	3.30	277	9.24		
193	085	Identify friendly behaviors and respond appropriately during scripted conversation	X	X	X	X	X	X	X	7.00	2.23	357	9.23		
194	273	Identify religious groups and regions in which they live	X	X	X	-	X	-	X	5.49	3.72	246	9.21		
195	342	Identify doctrine and procedures for special training	X	X	X	X	X	-	-	5.94	3.25	281	9.19		
196	437	Identify documents required for self, domestic animals, and vehicle	-	-	-	-	X	X	X	2.52	6.67	26	9.19		
197	272	Identify ethnic or minority groups and regions in which they live	X	X	X	-	X	-	X	5.49	3.69	248	9.18		
198	326	Identify doctrine and procedures for conducting single-service conventional operations	X	X	X	X	X	-	-	5.94	3.24	282	9.18		
199	017	Do not take food into mosque	X	-	-	-	X	-	X	3.02	6.16	64	9.18		
200	200	Model using simplified English	X	X	X	X	X	X	X	7.00	2.17	362	9.17		
201	003	Consider family background when choosing a mediator, negotiator	X	-	X	X	X	-	X	4.75	4.42	194	9.17		
202	340	Identify doctrine and procedures for individual training in units	X	X	X	X	X	-	-	5.94	3.21	284	9.15		
203	276	Identify differences on function of head of state and head of government	X	-	X	X	X	-	-	4.37	4.76	168	9.13		
204	029	Identify/respond to displays of religious conflict	X	X	-	-	-	X	-	4.59	4.52	186	9.11		
205	023	Do not undertake any serious training or joint maneuvers during Ramadan	X	X	-	-	-	X	-	4.59	4.51	187	9.10		
206	444	Identify/respond to/model how to obtain and use taxi	X	X	X	X	X	X	X	7.00	2.04	371	9.04		
207	189	Identify the importance of language in defining the culture	X	X	-	X	X	-	X	5.42	3.62	253	9.04		
208	300	Model avoiding arrest	-	-	-	-	X	X	-	2.29	6.72	22	9.01		
209	281	Identify/respond to the relative cohesion of the political organization	X	X	X	X	X	-	X	6.32	2.67	324	8.99		
210	008	Identify a mosque	X	-	-	-	-	X	-	3.02	5.96	79	8.98		
211	129	Identify basis upon which class distinctions rest	X	X	X	X	X	X	X	7.00	1.95	378	8.95		
212	124	Identify/respond to how members of the culture consider their history	X	X	X	X	X	-	X	6.32	2.63	327	8.95		
213	244	Identify the role that drugs play	-	-	-	-	X	X	-	2.67	6.28	55	8.95		

Item		Behavior	Mission Weightings							Overall Weight			
Rank	No		Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel		Culture Weights	Culture Rankings	
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00			
214	325	Identify doctrine and procedures for conducting joint conventional operations	X	X	X	X	X	-	-	5.94	3.00	300	8.94
215	238	Identify penalties for gambling	-	-	-	X	X	-	X	2.67	6.26	56	8.93
216	225	Identify/respond to correct serving and presentation techniques	X	X	X	X	X	X	X	7.00	1.90	382	8.90
217	122	Respond to cultural emotions aroused by key historical dates	X	X	X	X	X	-	X	6.32	2.58	331	8.90
218	098	Identify/respond to conditions causing stress in members of the culture	X	X	-	-	X	-	X	4.59	4.31	202	8.90
219	090	Identify/respond to typical attitudes toward educational authority	X	X	X	X	X	-	X	6.32	2.55	333	8.87
220	299	Identify arrest procedures	-	-	-	X	X	-	-	2.29	6.56	34	8.85
221	063	Model appropriate response to interruptions during scripted conversation	X	X	X	X	X	X	X	7.00	1.83	387	8.83
222	062	Identify/respond to historical allusions in scripted conversation	X	X	X	X	X	X	X	7.00	1.82	388	8.82
223	058	Never imply that someone is a homosexual	-	-	-	-	X	-	X	1.84	6.96	4	8.80
224	319	Identify echelons of maintenance, supply, and services	X	X	X	X	X	X	-	6.62	2.18	361	8.80
225	070	Model a telephone call	X	X	X	X	X	X	X	7.00	1.78	391	8.78
226	341	Identify doctrine and procedures for unit training	X	X	X	X	X	-	-	5.94	2.82	313	8.76
227	123	Respond to cultural emotions aroused by key historical figures	X	X	X	X	X	-	X	6.32	2.43	342	8.75
228	116	Identify political leaders and their significance	X	X	-	X	X	-	X	5.42	3.32	276	8.74
229	321	Identify research and development capabilities	X	X	X	X	X	-	-	5.11	3.61	254	8.72
230	305	Identify external influences that have molded the professional ethic	X	X	X	X	X	-	-	5.11	3.60	255	8.71
231	152	Avoid consumption of alcohol	X	-	-	X	-	-	X	2.39	6.32	52	8.71
232	046	Recognize probable religious affiliation from name	X	X	X	X	X	X	X	7.00	1.70	397	8.70
233	059	Avoid discussion of sexual matters in all contexts	-	-	-	-	X	-	X	1.84	6.85	12	8.69
234	302	Model avoiding confinement	-	-	-	X	X	-	-	2.29	6.38	47	8.67
235	198	Identify willingness of members of the culture to use English	X	X	X	X	X	X	X	7.00	1.64	401	8.64
236	318	Identify logistics organizations and units	X	X	X	X	X	X	-	6.62	1.99	375	8.61
237	094	Identify/respond to individual order and structure	X	X	X	X	X	-	X	6.32	2.29	353	8.61
238	275	Identify temporary aspects of political organization	X	-	X	X	X	-	-	4.37	4.23	208	8.60
239	199	Identify ability of members of the culture to use English	X	X	X	X	X	-	-	4.37	4.21	209	8.58
240	274	Identify permanent aspects of political organization	X	X	X	X	X	X	X	7.00	1.60	404	8.60
241	157	Identify/model exchange of personal information/calling cards	X	-	X	X	X	-	-	4.37	4.21	209	8.58
242	206	Identify a mosque	X	X	X	X	X	X	X	7.00	1.58	406	8.58
243	383	Identify legality of private currency changers	X	-	-	-	X	-	X	3.02	5.54	110	8.56
244	039	Write date with all numerals	-	-	-	-	X	X	-	2.14	6.40	46	8.54
			X	X	X	X	X	X	X	7.00	1.54	409	8.54

Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00			
245	395	Model accepting and discharging personal financial obligations	-	-	-	-	X	-	X	1.84	6.58	32	8.42
246	301	Identify conditions of confinement	-	-	-	X	X	-	-	2.29	6.10	68	8.39
247	018	Identify Moslems at prayer	X	X	-	-	X	-	X	4.59	3.77	242	8.36
248	188	Identify Standard Arabic as the officially-recognized language	X	X	-	X	X	-	X	5.42	2.94	304	8.36
249	006	Identify/respond to behaviors in conflict with ethical norms	X	X	X	X	X	-	X	6.32	2.03	372	8.35
250	013	Identify/respond to times when religious observances are required	X	X	-	-	X	-	X	4.59	3.76	243	8.35
251	382	Identify places to exchange currency legally	-	-	-	-	X	X	-	2.14	6.20	61	8.34
252	426	Identify sources and requirements for local driver's license	-	-	-	-	X	X	X	2.52	5.81	90	8.33
253	092	Identify normal civil obligations	-	X	-	X	X	-	X	4.24	4.09	218	8.33
254	331	Identify doctrine and procedures for conscription, recruiting, and accession	X	X	X	-	X	-	-	5.11	3.22	283	8.33
255	226	Identify normal sequence of courses	X	X	X	X	X	X	X	7.00	1.32	425	8.32
256	394	Identify/respond to model knowing when to pay a debt	-	-	-	-	X	-	X	1.84	6.48	40	8.32
257	020	Do not step on a prayer rug	X	X	-	-	X	-	X	4.59	3.73	245	8.32
258	316	Identify mission, functions, and structures of administrative organizations	X	X	X	X	X	-	-	5.94	2.38	346	8.32
259	291	Identify typical patterns of crime	X	-	-	X	X	-	X	3.85	4.47	190	8.32
260	429	Identify minimum and sensible levels of insurance required	-	-	-	-	X	X	X	2.52	5.79	91	8.31
261	224	Identify what meals are eaten at what times of the day	X	X	X	X	X	X	X	7.00	1.31	426	8.31
262	267	Identify/respond to culturally-significant fauna	X	-	X	-	X	-	X	3.92	4.36	198	8.28
263	045	Recognize components of name	X	X	X	X	X	X	X	7.00	1.28	428	8.28
264	099	Identify/respond to typical expressions of aggression	X	-	-	-	X	-	X	3.02	5.22	134	8.24
265	125	Identify disconnects between insider and outsider consideration of the same history	X	X	X	X	X	-	X	6.32	1.91	381	8.23
266	237	Identify the legality of gambling	-	-	-	X	X	-	X	2.67	5.51	112	8.18
267	317	Identify organization for accommodation and housekeeping	X	X	X	X	X	X	-	6.62	1.52	410	8.14
268	339	Identify doctrine and procedures for individual training in schools	X	X	X	X	X	-	-	5.94	2.19	360	8.13
269	004	Identify/respond to appropriate standards of personal behavior	X	X	X	-	X	-	X	5.49	2.62	328	8.11
270	280	Identify key contemporary figures	X	-	X	X	X	-	X	4.75	3.36	273	8.11
271	393	Model having sufficient currency to cover routine requirements	-	-	-	-	X	X	X	2.52	5.58	107	8.10
272	252	Identify the role that tobacco plays	X	X	X	X	X	X	X	7.00	1.09	442	8.09
273	381	Identify legal controls placed on the import, exchange, and/or export of currency	-	-	-	X	X	X	-	2.97	5.11	142	8.08
274	306	Identify internal influences that have molded the professional ethic	X	X	X	-	X	-	-	5.11	2.97	302	8.08
275	233	Identify/respond to the role of specific activities in the culture	X	X	X	X	X	-	X	6.32	1.75	393	8.07

Item Rank	Behavior	Mission Weightings										Overall Weight
		Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	
		1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00			
276	121 Identify key figures known to all members of the culture	X	X	X	X	X	-	X	6.32	1.72	395	8.04
277	356 Identify procedures for the conduct of research and development	X	X	X		X	-	-	5.11	2.92	306	8.03
278	120 Identify key historical dates known to all members of the culture	X	X	X	X	X	-	X	6.32	1.66	400	7.98
279	117 Understand Judeo-Christian roots of Islam	X	X	X	X	X	-	-	5.94	2.02	373	7.96
280	333 Identify doctrine and procedures for personnel assignments and use	X	X	X	-	X	-	-	5.11	2.83	312	7.94
281	294 Identify trial procedures by type of offense	-	-	-	X	X	-	-	2.29	5.63	103	7.92
282	127 Identify disconnects between outsider and insider consideration of the same history	X	X	X	X	X	-	X	6.32	1.59	405	7.91
283	218 Identify how foods are typically prepared	X	X	X	X	X	-	X	6.32	1.50	412	7.82
284	128 Identify major themes from the culture's history that are relevant today	X	X	X	X	X	-	X	6.32	1.48	413	7.80
285	126 Identify how outsiders consider the culture's history	X	X	X	X	X	-	X	6.32	1.47	414	7.79
286	001 Identify/respond to key concepts	X	X	X	X	X	-	X	6.32	1.44	416	7.76
287	050 React appropriately to men walking down the street holding hands	X	-	X	X	X	X	X	5.43	2.33	350	7.76
288	024 Identify religious leaders	X	-	-	-	X	-	X	3.02	4.74	170	7.76
289	133 Identify when rank takes precedence over class	X	-	X	X	X	-	-	4.37	3.37	272	7.74
290	022 Expect business hours to become erratic during Ramadan	X	-	-	-	X	-	X	3.02	4.71	172	7.73
291	009 Identify a prayer room	X	-	-	-	X	-	X	3.02	4.68	174	7.70
292	228 Identify how members of the society define the concept of discretionary time	X	X	X	X	X	-	X	6.32	1.36	422	7.68
293	337 Identify doctrine and procedures for personnel disposition	X	X	X	-	X	-	-	5.11	2.54	334	7.65
294	038 Identify/respond to attitudes regarding relativity of time	X	X	-	X	X	X	X	6.10	1.55	408	7.65
295	265 Identify/respond to water rituals and customs	X	X	X	-	X	X	-	5.79	1.84	386	7.63
296	334 Identify typical career patterns	X	X	X	-	X	-	-	5.11	2.51	336	7.62
297	332 Identify doctrine and procedures for personnel classification	X	X	X	-	X	-	-	5.11	2.49	338	7.60
298	430 Identify sources of insurance	-	-	-	-	X	X	X	2.52	5.04	147	7.56
299	338 Identify retirement privileges and benefits	X	X	X	-	X	-	-	5.11	2.45	341	7.56
300	170 Identify/model accepting/rejecting food/drink as appropriate	X	-	-	-	-	-	X	1.56	5.97	78	7.53
301	335 Identify doctrine and procedures for military education and training	-	-	-	-	X	-	-	5.11	2.41	344	7.52
302	385 Identify exchange rates and authorized variances thereunto in buying and selling currency	X	X	-	-	X	X	-	2.14	5.38	122	7.52
303	096 Identify/respond to cultural concepts of individual identity	X	X	-	-	X	-	X	4.59	2.93	305	7.52
304	229 Identify how much time is typically available for leisure	X	X	X	X	X	-	X	6.32	1.16	437	7.48
305	166 Model appropriate acceptance of invitation to social gathering	X	-	-	-	-	-	X	1.56	5.92	82	7.48
306	271 Identify typical education level	X	X	X	-	X	-	X	5.49	1.98	376	7.47

1	2	3	Mission Weightings — Foreign Internal Defense											12	13	14
Rank	Item No	Behavior	Personnel							Mission Weights	Culture Weights	Culture Rankings	Overall Weight			
			Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics								
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00						
307	279	Identify key historical figures	X	-	X	X	X	-	X	4.75	2.69	323	7.44			
308	088	Identify/respond to expressions of attitude regarding legal systems	-	-	-	X	X	X	X	3.35	4.08	219	7.43			
309	231	Identify, by activity, participatory and observer roles in leisure activities	X	X	X	X	X	-	X	6.32	1.07	444	7.39			
310	390	Identify/respond to where and for what checks may be used	-	-	-	-	X	X	X	2.52	4.86	161	7.38			
311	230	Identify common leisure activities	X	X	X	X	X	-	X	6.32	1.05	445	7.37			
312	056	Model appropriate behavior in dealing with students or proteges	X	X	-	-	X	-	-	4.21	3.16	288	7.37			
313	269	Identify overall demographic features	X	X	X	-	X	-	X	5.49	1.86	385	7.35			
314	251	Model appropriate use	X	X	-	X	X	X	X	6.10	1.25	430	7.35			
315	243	Avoid drug use	-	-	-	-	-	-	X	0.38	6.95	5	7.33			
316	336	Identify doctrine and procedures for civilian education and training	X	X	X	-	X	-	-	5.11	2.21	359	7.32			
317	034	Identify/respond to attitudes regarding value of time	X	X	-	X	X	X	X	6.10	1.20	434	7.30			
318	037	Identify manner in which time is written	X	X	-	X	X	X	X	6.10	1.19	435	7.29			
319	167	Identify/respond to/model appropriate greetings	X	-	-	-	-	-	X	1.56	5.70	98	7.26			
320	171	Identify/respond to/model appropriate topics of conversation	X	-	-	-	-	-	X	1.56	5.69	99	7.25			
321	136	Identify which classes normally have relationships across class lines	X	X	X	-	X	-	X	5.49	1.74	394	7.23			
322	137	Identify which activities enable relationships across class boundaries	X	X	X	-	X	-	X	5.49	1.71	396	7.20			
323	118	Identify major themes from mythology relevant to the culture today	X	X	X	X	X	-	-	5.94	1.24	431	7.18			
324	109	Identify/respond to major learning styles within the culture	-	X	-	-	X	-	-	3.03	4.15	214	7.18			
325	197	Read simple words and signs in Arabic	X	X	-	X	X	-	X	5.42	1.76	392	7.18			
326	407	Identify/respond to availability and costs associated with courier service	X	-	X	X	X	-	-	4.37	2.77	317	7.14			
327	431	Identify/respond to prices	-	-	-	-	X	X	X	2.52	4.54	185	7.06			
328	119	Identify/respond to basic concept of history and impact on current events	X	X	X	-	X	-	-	5.11	1.94	379	7.05			
329	215	Know that dancing is generally an inappropriate activity to be avoided	X	-	-	-	X	-	X	3.02	4.03	223	7.05			
330	278	Identify the structure of governmental executive functions	X	-	X	X	X	-	-	4.37	2.66	325	7.03			
331	394	Find out currency conversion rates	-	-	-	-	X	X	-	2.14	4.87	160	7.01			
332	396	Identify negotiation parameters	-	-	-	-	-	X	X	1.06	5.94	80	7.00			
333	190	Identify/respond to religious reference in scripted conversation	X	X	-	X	X	-	-	5.04	1.96	377	7.00			
334	165	Identify/model appropriate time to arrive for a social call	X	-	-	-	-	-	X	1.56	5.41	120	6.97			
335	108	Identify/respond to the value and importance ascribed to education	X	X	-	-	X	-	X	4.59	2.37	347	6.96			
336	177	Model planning and serving appropriate food/beverages	-	-	-	-	-	-	X	0.38	6.57	33	6.95			
337	255	Identify/respond to/model appropriate etiquette at communal bath	-	-	-	-	X	-	X	1.84	5.10	143	6.94			

Item Rank	Behavior	Mission Weightings — Foreign Internal Defense											Overall Weight
		Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings		
338	388	Identify/respond to/model using banknotes and coins	-	-	-	-	X	X	-	2.14	4.79	166	6.93
339	191	Identify/respond to proverbs in scripted conversation	X	X	-	X	X	-	-	5.04	1.87	384	6.91
340	028	Identify/respond to general range of topics appropriate for discussion	X	X	-	-	X	-	X	4.59	2.30	352	6.89
341	428	Model obtaining a local driver's license	-	-	-	-	-	X	X	1.06	5.82	89	6.88
342	420	Model correctly addressing a letter	-	-	-	X	-	-	X	1.21	5.66	101	6.87
343	391	Identify/respond to identification requirements for the use of credit cards or checks	-	-	-	-	X	X	X	2.52	4.32	201	6.84
344	427	Model obtaining an international driver's license	-	-	-	-	-	X	X	1.06	5.78	92	6.84
345	386	Identify appropriate and sanctioned commissions for currency conversion	-	-	-	-	X	X	-	2.14	4.70	173	6.84
346	192	Identify/respond to literary allusion in scripted conversation	X	X	-	X	X	-	-	5.04	1.80	389	6.84
347	175	Model planning a social gathering for appropriate people	-	-	-	-	-	-	X	0.38	6.44	43	6.82
348	196	Model reading from a phrase dictionary	X	X	-	X	X	-	X	5.42	1.37	421	6.79
349	193	Identify/respond to historical reference in scripted conversation	X	X	-	X	X	-	-	5.04	1.68	398	6.72
350	007	Identify/respond to indicators of status in target culture	X	-	-	-	X	-	X	3.02	3.68	249	6.70
351	132	Identify sources of rank within the culture	X	-	X	X	X	-	-	4.37	2.31	351	6.68
352	380	Identify definition of and attitudes toward accumulation of excessive wealth	-	-	-	-	X	-	-	1.46	5.21	135	6.67
353	432	Model obtaining an insurance policy	-	-	-	-	-	X	X	1.06	5.59	106	6.65
354	174	Identify/model appropriate subsequent follow-up	X	-	-	-	-	-	X	1.56	5.08	144	6.64
355	173	Identify/model appropriate behavior to conclude the call	X	-	-	-	-	-	X	1.56	5.07	145	6.63
356	172	Identify/model how long to stay	X	-	-	-	-	-	X	1.56	5.06	146	6.62
357	011	Recognize call to prayer	X	-	-	-	X	-	X	3.02	3.58	256	6.60
358	151	Model participating in a banquet	X	-	-	X	-	-	-	2.01	4.56	183	6.57
359	139	Foreign women should dress modestly, following local customs	-	-	-	-	-	-	-	0.00	6.50	38	6.50
360	389	Identify/respond to where and for what credit cards can typically be used	-	-	-	-	X	X	X	2.52	3.96	228	6.48
361	417	Identify a mail box	-	-	-	X	X	-	X	2.67	3.80	240	6.47
362	416	Identify a post office	-	-	-	X	X	-	X	2.67	3.79	241	6.46
363	194	Identify/respond to/model basic intonational patterns in scripted conversation	X	X	-	X	X	-	-	5.04	1.39	420	6.43
364	195	Identify/respond to/model basic phrases in scripted conversation	X	X	-	X	X	-	-	5.04	1.33	424	6.37
365	219	Eat typical foods	X	X	X	X	-	-	X	4.86	1.51	411	6.37
366	241	Identify the role that gambling plays	-	-	-	X	X	-	X	2.67	3.64	252	6.31
367	176	Model issuing invitations	-	-	-	-	-	-	X	0.38	5.93	81	6.31
368	352	Model obtaining needed maintenance support	-	X	-	-	-	X	-	2.25	3.97	227	6.22

1	2	3	Mission Weightings — Foreign Internal Defense											12	13	14
Rank	Item No	Behavior	Mission Weightings							Culture Rankings	Overall Weight					
			Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel			Mission Weights				
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00						
369	398	Identify purchasing etiquette, to include inspection for quality	-	-	-	-	-	X	X	1.06	5.12	141	6.18			
370	355	Model obtaining needed transportation support	-	X	-	-	-	X	-	2.25	3.88	234	6.13			
371	043	Identify/respond to events with significant emotional attachment (cf., II.B.3.)	-	-	-	-	X	-	-	1.46	4.66	176	6.12			
372	266	Identify/respond to culturally-significant flora	X	-	X	-	X	-	X	3.92	2.14	364	6.06			
373	406	Model accounting for the difference between general practice and US DoS recommendations	-	-	-	-	X	-	-	1.46	4.58	182	6.04			
374	044	Avoid telling jokes with Arab counterparts	X	X	-	-	X	-	X	4.59	1.43	417	6.02			
375	392	Model using credit cards and checks as appropriate	-	-	-	-	X	X	X	2.52	3.46	265	5.98			
376	148	Identify/respond to time to arrive for a formal banquet	X	-	-	X	-	-	-	2.01	3.92	231	5.93			
377	214	Convey appreciation	X	-	-	-	X	-	X	3.02	2.89	308	5.91			
378	207	Identify a private residence	X	-	-	-	X	-	X	3.02	2.86	310	5.88			
379	399	Model a cash retail transaction	-	-	-	-	-	X	X	1.06	4.78	167	5.84			
380	033	Avoid behaviors which can be offensive due to superstitions	-	X	-	-	X	-	X	3.41	2.42	343	5.83			
381	012	Recognize the chanting of the Koran	X	-	-	-	X	-	X	3.02	2.70	322	5.72			
382	415	Identify classes of service and prices associated with them	-	-	-	X	X	-	X	2.67	3.05	296	5.72			
383	249	Identify the legality of tobacco	X	-	-	X	X	X	X	4.53	1.08	443	5.61			
384	250	Identify penalties for using tobacco	X	-	-	X	X	X	X	4.53	1.01	448	5.54			
385	421	Model putting correct postage on domestic letter	-	-	-	X	-	-	X	1.21	4.25	206	5.46			
386	375	Identify/respond to prestige/social status conferred by wealth	-	-	-	-	X	-	-	1.46	3.99	226	5.45			
387	345	Model obtaining needed supplies and equipment	-	X	-	-	-	X	-	2.25	3.18	286	5.43			
388	134	Identify the basis for mobility between social classes	X	-	X	-	X	-	X	3.92	1.46	415	5.38			
389	374	Identify importance of wealth	-	-	-	-	X	-	-	1.46	3.91	232	5.37			
390	150	Identify who is likely to be invited to a formal banquet	X	-	-	X	-	-	-	2.01	3.33	275	5.34			
391	135	Identify the limits of upward or downward class mobility	X	-	X	-	X	-	X	3.92	1.40	419	5.32			
392	239	Identify types of gambling	-	-	-	X	X	-	X	2.67	2.65	326	5.32			
393	054	Model appropriate behavior to child	-	-	-	-	-	-	X	0.38	4.92	156	5.30			
394	376	Identify relative financial status of individual by outward display	-	-	-	-	X	-	-	1.46	3.83	238	5.29			
395	232	Model appropriate participation	X	-	-	X	X	-	X	3.85	1.42	418	5.27			
396	097	Identify definitions of and responses to "mental illness"	-	X	-	-	X	-	-	3.03	2.22	358	5.25			
397	387	Identify/respond to structure of currency	-	-	-	-	X	X	-	2.14	3.08	294	5.22			
398	110	Identify/respond to expected instructional styles	-	X	-	-	X	-	-	3.03	2.15	363	5.18			
399	270	Identify typical occupations	X	-	-	-	X	-	X	3.02	2.12	365	5.14			

1	2	3	4	Mission Weightings — Foreign Internal Defense											13	14
				Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight		
400	169	Identify/model appropriate seating/posture	X	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00					
401	349	Model obtaining needed service support	-	X	-	-	-	-	X	-	1.56	3.57	257	5.13		
402	164	Identify appropriate times to make social calls	X	-	-	-	-	-	-	X	2.25	2.87	309	5.12		
403	032	Identify/respond to main supersititions	-	X	-	-	-	X	-	X	1.56	3.49	263	5.05		
404	179	Identify appropriate times to make condolence calls	-	-	-	-	-	-	-	X	3.41	1.63	402	5.04		
405	203	Know that the arabesque and calligraphy are important art forms for Arab culture	X	-	-	-	-	X	-	X	0.38	4.64	177	5.02		
406	257	Identify/respond to typical body scents	-	-	-	-	-	X	-	X	3.02	2.00	374	5.02		
407	178	Identify appropriate tribute—flowers/card/memorial contribution	-	-	-	-	-	X	-	X	1.84	3.14	289	4.98		
408	378	Identify approved and disapproved means of acquiring wealth	-	-	-	-	-	X	-	-	0.38	4.59	181	4.97		
409	373	Identify indicators of wealth	-	-	-	-	-	X	-	-	1.46	3.48	264	4.94		
410	180	Identify/respond to/model appropriate greetings	-	-	-	-	-	X	-	-	1.46	3.45	266	4.91		
411	149	Identify/respond to how long a formal banquet is likely to last	X	-	-	-	X	-	-	-	0.38	4.48	189	4.86		
412	227	Model not eating too much too soon	X	-	X	-	X	-	-	X	2.01	2.85	311	4.86		
413	036	Ask when lunch and supper are generally eaten	X	-	-	-	-	X	X	X	3.29	1.56	407	4.85		
414	184	Identify/respond to/model appropriate topics of conversation	-	-	-	-	-	-	-	X	3.70	1.15	438	4.85		
415	026	Know that many shops are closed on Friday for Moslem merchants (also sometimes Thursday afternoon)	X	-	-	-	-	X	-	X	0.38	4.40	195	4.78		
416	422	Model putting correct postage on overseas letter	-	-	-	-	X	-	-	X	3.02	1.67	399	4.69		
417	236	Identify the role of sports in Arab culture	-	X	-	-	-	X	-	X	1.21	3.42	268	4.63		
418	423	Model mailing parcel to US	-	-	-	-	X	-	-	X	3.41	1.21	433	4.62		
419	235	Identify participatory and observer roles in sports	-	X	-	-	-	X	-	X	1.21	3.41	269	4.62		
420	234	Identify soccer as the only commonly played sport	-	X	-	-	-	X	-	X	3.41	1.17	436	4.58		
421	397	Identify/model assessing quality based on price	-	-	-	-	-	-	X	X	1.06	3.44	267	4.50		
422	183	Identify/model accepting/rejecting food/drink as appropriate	-	-	-	-	-	-	-	X	0.38	4.11	217	4.49		
423	005	Develop a personal relationship and find ways to exchange favors with counterparts	-	-	-	-	-	X	X	X	2.52	1.92	380	4.44		
424	186	Identify/model appropriate behavior to conclude the visit	-	-	-	-	-	-	-	X	0.38	4.01	224	4.39		
425	204	Identify examples of calligraphy and the arabesque	X	-	-	-	-	X	-	X	3.02	1.35	423	4.37		
426	209	Identify the importance of poetry	X	-	-	-	-	X	-	X	3.02	1.29	427	4.31		
427	210	Identify functions and purpose of prose	X	-	-	-	-	X	-	X	3.02	1.27	429	4.29		
428	185	Identify/model how long to stay	-	-	-	-	-	-	-	X	0.38	3.89	233	4.27		
429	419	Model renting a post office box	-	-	-	-	X	-	-	X	1.21	3.04	297	4.25		
430	208	Identify main genres of oral literature	X	-	-	-	-	X	-	X	3.02	1.23	432	4.25		

1	2	3	4	5	6	7	8	9	10	11	12	13	14
Mission Weightings — Foreign Internal Defense													
Rank	Item No	Behavior	Mission Weightings										
			Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Culture Rankings	Overall Weight
431	418	Model buying stamps	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00	3.01	299	4.22
432	212	Identify folk instruments	X	-	-	-	X	-	X	3.02	1.12	440	4.14
433	213	Know that harmony is not common in Arab music—either vocal or instrumental	X	-	-	-	X	-	X	3.02	1.11	441	4.13
434	211	Identify functions and purpose of film	X	-	-	-	X	-	X	3.02	1.04	446	4.06
435	181	Identify/model appropriate methods of expressing condolences	-	-	-	-	-	-	X	0.38	3.65	251	4.03
436	379	Identify normal means of disposing of wealth	-	-	-	-	X	-	-	1.46	2.53	335	3.99
437	254	Identify normal locations of bathing facilities	-	-	-	-	X	-	X	1.84	2.11	366	3.95
438	372	Identify/respond to how wealth is defined	-	-	-	-	X	-	-	1.46	2.47	339	3.93
439	168	Identify/model exchange of personal information/calling cards	X	-	-	-	-	-	X	1.56	2.10	367	3.66
440	253	Identify common modes of bathing	-	-	-	-	X	-	X	1.84	1.79	390	3.63
441	035	Ask when stores/offices/banks tend to be open	-	-	-	-	X	X	X	2.52	1.03	447	3.55
442	256	Identify normal bathing frequency	-	-	-	-	X	-	X	1.84	1.62	403	3.46
443	377	Identify responsibilities accompanying the inheritance of wealth	-	-	-	-	X	-	-	1.46	1.88	383	3.34
444	400	Model a credit retail transaction	-	-	-	-	-	X	X	1.06	2.06	370	3.12
445	263	Identify broken toilet before use	-	-	-	-	-	-	-	0.00	3.02	298	3.02
446	182	Identify/model appropriate seating/posture	-	-	-	-	-	-	X	0.38	2.59	330	2.97
447	187	Identify/model appropriate subsequent follow-up	-	-	-	-	-	-	X	0.38	2.08	368	2.46
448	264	Model appropriate action regarding broken toilet	-	-	-	-	-	-	-	0.00	2.07	369	2.07

APPENDIX T

Preliminary Prioritization of Skills for Training — Russian/UW

1	2	3	4	5	6	7	8	9	10	11	12	
			Mission Weightings — Unconventional Warfare									
Rank	Item No	Behavior	Advise/Assist			Intel/Security		Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
			1.97	1.52	0.69	1.73	0.71	0.38	7.00			
1	281	Identify / respond to rank	X	X	X	X	X	X	X	7.00	6.93	13.93
2	374	Identify/respond to the safety of the water supply and sources of potable water other than the tap	X	X	X	X	X	X	X	7.00	6.91	13.91
3	280	Identify category (officer / warrant / noncommissioned / other ranks)	X	X	X	X	X	X	X	7.00	6.83	13.83
4	072	Identify/respond to typical expressions of aggression	X	X	X	X	X	X	X	7.00	6.68	13.68
5	373	Identify/respond to main health risks for outsiders	X	X	X	X	X	X	X	7.00	6.66	13.66
6	034	Model appropriate behavior toward married female	X	X	X	X	X	X	X	7.00	6.63	13.63
7	053	Identify/respond to insult in scripted conversation	X	X	X	X	X	X	X	7.00	6.61	13.61
8	372	Identify main health risks for members of the culture	X	X	X	X	X	X	X	7.00	6.57	13.57
9	279	Identify / respond to key individuals	X	X	X	X	X	X	X	7.00	6.30	13.30
10	278	Identify / respond to uniforms of different services	X	X	X	X	X	X	X	7.00	6.27	13.27
11	155	Identify officially recognized languages used and contexts in which they are used	X	X	X	X	X	X	X	7.00	6.24	13.24
12	375	Model water purification techniques	X	X	X	X	X	X	X	7.00	6.15	13.15
13	302	Identify / respond to / model voice radio procedures	X	X	X	X	X	X	X	7.00	6.05	13.05
14	388	Model making an international call	X	X	X	X	X	-	X	6.29	6.76	13.05
15	391	Identify/model how to access e-mail systems	X	X	X	X	X	-	X	6.29	6.73	13.02
16	284	Identify mission, functions, and structures of strategic organizations	X	X	X	X	X	-	X	6.29	6.71	13.00
17	406	Identify typical road conditions	X	X	-	X	X	X	X	6.31	6.64	12.95
18	338	Model having sufficient currency to cover routine requirements	X	X	X	X	X	X	X	7.00	5.92	12.92
19	007	Identify/respond to Russian perception of human rights	X	X	X	X	X	X	X	7.00	5.89	12.89
20	336	Identify/respond to/model using banknotes	X	X	X	X	X	X	X	7.00	5.88	12.88
21	057	Identify hostile gestures and respond	X	X	X	X	X	X	X	7.00	5.87	12.87
22	069	Identify/respond to Russian concept of "ponyadok"	X	X	X	X	X	X	X	7.00	5.85	12.85
23	387	Model making a local call from a public telephone	X	X	X	X	-	X	X	6.29	6.47	12.76
24	030	Use title, proper form of address in written communications	X	X	X	X	X	X	X	7.00	5.74	12.74
25	156	Identify/respond to/model basic phrases in scripted conversation	X	X	X	X	X	X	X	7.00	5.72	12.72
26	046	Identify culturally-unacceptable compromises in scripted negotiations	X	X	X	X	X	X	X	7.00	5.68	12.68

Mission Weightings — Unconventional Warfare

Rank	Item No	Behavior	Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
27	277	Identify components of the defense establishment	1.97	1.52	0.69	1.73	0.71	0.38	7.00	5.67	12.67
28	389	Identify/respond to model knowing when and how a fax may be sent	X	X	X	X	X	X	X	7.00	12.67
29	285	Identify mission, functions, and structures of tactical and operational organizations and units	X	X	X	X	-	X	6.29	6.37	12.66
30	045	Model appropriate behavior during scripted negotiations	X	X	X	X	-	X	6.29	6.34	12.63
31	062	Identify hostile behaviors and respond appropriately during scripted conversation	X	X	X	X	X	X	7.00	5.61	12.61
32	407	Model planning the most economical route in terms of time and money	X	X	X	X	X	X	7.00	5.58	12.58
33	376	Identify types of treatment in use	X	X	-	X	X	X	6.31	6.17	12.48
34	337	Identify/respond to where and for what credit cards can typically be used	X	X	X	X	X	X	7.00	5.46	12.46
35	287	Identify doctrine and procedures for conducting constabulary operations	X	X	X	X	X	X	7.00	5.45	12.45
36	390	Identify/model how to send local and international telegrams	X	X	X	X	X	X	7.00	5.41	12.41
37	059	Model avoiding offensive gestures in scripted conversation	X	X	X	X	-	X	6.29	6.08	12.37
38	286	Identify doctrine and procedures for conducting conventional operations	X	X	X	X	X	X	7.00	5.32	12.32
39	229	Identify degree of privacy expected	X	X	X	X	X	X	7.00	5.31	12.31
40	051	Identify inappropriate elicitation techniques	X	X	X	X	X	X	7.00	5.28	12.28
41	235	Identify/respond to extreme cold weather.	X	X	X	X	X	X	7.00	5.22	12.22
42	028	Correctly use title, proper form of address in business meetings	X	X	X	X	X	X	7.00	5.18	12.18
43	103	Identify social strata from clothing, mannerisms, speech patterns	X	X	X	X	X	X	7.00	5.13	12.13
44	305	Identify / respond to / model whom to salute	X	X	-	X	-	X	5.60	6.50	12.10
45	164	Identify local sources, time required, and costs of quality translation work	X	X	-	X	-	-	5.22	6.87	12.09
46	307	Identify / respond to / model how to address a senior	X	X	X	X	X	X	7.00	5.06	12.06
47	283	Identify mission, functions, and structures of joint organizations	X	X	-	X	-	X	5.60	6.45	12.05
48	306	Identify / respond to / model when and when not to salute	X	X	X	X	-	X	6.29	5.75	12.04
49	230	Identify/respond to/model appropriate request to use a toilet	X	X	-	X	-	-	5.22	6.81	12.03
50	232	Model appropriate use of toilet	X	X	X	X	X	X	7.00	5.00	12.00
51	231	Identify/respond to appropriate methods of cleaning up	X	X	X	X	X	X	7.00	4.98	11.98
52	288	Identify command and control doctrine and procedures	X	X	X	X	X	X	7.00	4.95	11.95
53	233	Identify/respond appropriately to potential conflicts between values regarding ethnic/minority groups	X	X	X	X	-	X	6.29	5.64	11.93
54	002	Identify/respond to differences in perceptions of key concepts between Russians and Americans	X	X	-	X	-	X	5.60	6.33	11.93
55	378	Identify/respond to professional qualifications of health care practitioners	X	X	X	X	X	X	7.00	4.88	11.88
56	067	Identify/respond to normal cultural expectations from authority	X	X	-	X	-	X	5.60	6.25	11.85
			X	X	X	X	-	X	6.29	5.55	11.84

Rank	Item No	Behavior	Mission Weightings — Unconventional Warfare											
			Advise/Assist				Intel/Security				Logistics			
			1.97	1.52	0.69	1.73	0.71	0.38	7.00	Mission Weights	Culture Weights	Overall Weight		
57	078	Identify/respond to responses to authority	X	X	X	X	X	X	7.00	4.92	11.82			
58	047	Identify when not appropriate to initiate a conversation	X	X	X	X	X	X	7.00	4.80	11.80			
59	029	Use correct form of address in social situations	X	X	X	X	X	X	7.00	4.78	11.78			
60	081	Identify/respond to perceived threats to cultural integrity	X	X	X	X	-	X	6.29	5.44	11.73			
61	234	Identify/respond to weather patterns	X	X	X	X	X	X	7.00	4.69	11.69			
62	052	Model appropriate elicitation techniques in scripted conversation	X	X	X	X	X	X	7.00	4.67	11.67			
63	386	Identify/respond to/model appropriate etiquette for incoming and outgoing calls	X	X	X	X	-	X	6.29	5.35	11.64			
64	308	Identify / respond to / model how to address a junior	X	X	-	X	-	X	5.60	6.04	11.64			
65	104	Identify/respond appropriately to potential conflicts in attitudes/ behaviors/focal values	X	X	-	X	-	X	5.60	6.00	11.60			
66	056	Identify scripted warnings and respond appropriately	X	X	X	X	X	X	7.00	4.57	11.57			
67	080	Identify actual threats to cultural integrity	X	X	X	X	-	X	6.29	5.26	11.55			
68	033	Model appropriate behavior toward unmarried female	X	X	X	X	X	X	7.00	4.55	11.55			
69	086	Identify/respond to/model accepted methods of conflict resolution	X	X	X	X	-	X	6.29	5.25	11.54			
70	061	Identify friendly behaviors and respond appropriately during scripted conversation	X	X	X	X	X	X	7.00	4.52	11.52			
71	296	Identify procedures for unit training	X	X	-	X	X	X	6.31	5.21	11.52			
72	008	Identify/respond to role of ethics, morality, and friendship in decision-making	X	-	X	X	-	X	4.77	6.67	11.44			
73	095	Identify how Americans consider the culture's history	X	X	-	X	-	X	5.60	5.84	11.44			
74	297	Identify normal sources and availability of materiel	X	X	-	X	X	X	6.31	5.11	11.42			
75	083	Identify/respond to the value and importance ascribed to education	X	X	-	X	-	X	5.60	5.79	11.39			
76	017	Understand main taboos and avoid behaviors which can be offensive due to prohibited nature	X	X	X	X	X	X	7.00	4.34	11.34			
77	043	Model appropriate response to interruptions during scripted conversation	X	X	X	X	X	X	7.00	4.29	11.29			
78	044	Model appropriate turn-taking behavior during scripted conversation	X	X	X	X	X	X	7.00	4.27	11.27			
79	295	Identify procedures for individual training in schools and units	X	X	-	X	X	X	6.31	4.96	11.27			
80	055	Identify scripted friendly gestures and respond appropriately	X	X	X	X	X	X	7.00	4.26	11.26			
81	394	Model buying stamps for domestic and overseas letters	X	-	X	X	-	X	4.77	6.40	11.17			
82	096	Identify disconnects between Russian and American consideration of the same history	X	X	-	X	-	X	5.60	5.56	11.16			
83	396	Model correctly addressing a letter	X	-	X	X	-	X	4.77	6.38	11.15			
84	108	Identify/respond to/model wearing appropriate clothing	X	X	X	X	X	X	7.00	4.14	11.14			
85	082	Identify/respond to attitudes regarding specific aspects of American culture	X	X	X	X	-	X	6.29	4.85	11.14			
86	079	Identify/respond to notions of cultural superiority without giving offense	X	X	-	X	-	X	5.60	5.48	11.08			

Rank	Item No	Behavior	Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
87	003	Identify/respond to accepted standards of personal responsibility	X	X	X	X	X	X	7.00	4.04	11.04
88	109	Identify/respond to/model appropriate formality for introductions	X	X	X	X	X	X	7.00	3.94	10.94
89	222	Identify the role that liquor plays	X	-	-	X	-	X	4.08	6.86	10.94
90	032	Model appropriate behavior toward married male	X	X	X	X	X	X	7.00	3.93	10.93
91	038	Model appropriate behavior toward homosexual man	X	-	-	X	-	X	4.08	6.84	10.92
92	162	Model using simplified English	X	X	X	X	X	X	7.00	3.87	10.87
93	060	Model standing next to someone according to Russian concept of interpersonal space	X	X	X	X	X	X	7.00	3.86	10.86
94	163	Model appropriate use of a consecutive interpreter	X	X	X	X	X	X	7.00	3.84	10.84
95	157	Model reading from a phrase dictionary	X	X	X	X	X	X	7.00	3.81	10.81
96	393	Identify mail boxes and post offices	X	-	X	X	-	X	4.77	6.02	10.79
97	397	Model mailing parcel to the USA	X	-	X	X	-	X	4.77	6.01	10.78
98	010	Identify/respond to indicators of status in Russian culture	X	X	-	X	-	X	5.60	5.16	10.76
99	012	Identify/model appropriate behavior during religious services or ceremonies	X	X	X	X	X	X	7.00	3.74	10.74
100	299	Identify normal sources and availability of transportation support	X	X	-	X	X	X	6.31	4.43	10.74
101	037	Identify/respond to attitudes towards American individuals	X	X	X	X	X	X	7.00	3.73	10.73
102	399	Identify/respond to legal restraints on self-published materials	X	X	-	X	X	X	6.31	4.40	10.71
103	058	Model using gestures appropriate to content and audience in scripted conversation	X	X	X	X	X	X	7.00	3.70	10.70
104	400	Identify/respond to effective means to distribute self-published materials	X	X	-	X	X	X	6.31	4.39	10.70
105	223	Identify/respond to/model appropriate behavior regarding liquor, to include polite manner in which to refuse	X	-	-	X	-	X	4.08	6.60	10.68
106	220	Identify the legal and illegal drugs, and sanctions for using illegal drugs	X	-	-	X	-	-	3.70	6.96	10.66
107	054	Model maintaining appropriate eye contact during a scripted conversation	X	X	X	X	X	X	7.00	3.66	10.66
108	124	Identify/model appropriate time to arrive for a business calls	X	X	X	X	X	X	7.00	3.64	10.64
109	319	Identify/respond to attitudes toward corruption	X	-	-	X	-	X	4.08	6.56	10.64
110	161	Identify ability of members of the culture to use English	X	X	X	X	X	X	7.00	3.61	10.61
111	065	Identify/respond to typical attitudes toward political authority	X	X	X	X	-	X	6.29	4.32	10.61
112	317	Identify/respond to accepted standards and practices in personal business transactions	X	-	X	X	X	X	5.48	5.12	10.60
113	158	Read simple words and phrases in the Cyrillic alphabet	X	X	X	X	X	X	7.00	3.56	10.56
114	064	Identify/respond to typical attitudes toward family authority	X	X	X	X	-	X	6.29	4.23	10.52
115	102	Identify basis upon which distinctions in social position rest in Russia	X	X	-	X	-	X	5.60	4.90	10.50
116	395	Identify services available at post offices	X	-	X	X	-	X	4.77	5.71	10.48

1	2	3	Mission Weightings — Unconventional Warfare										11	12	
Rank	Item No	Behavior	Advise/Assist					Intel/Security			Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
			1.97	1.52	0.69	1.73	0.71	0.38	7.00						
117	160	Identify willingness of members the culture to use English	X	X	X	X	X	X	X	X	X	X	7.00	3.45	10.45
118	304	Identify tensions within the armed forces	X	-	-	X	-	X	-	X	-	X	4.08	6.35	10.43
119	031	Model appropriate behavior toward unmarried male	X	X	X	X	X	X	X	X	X	X	7.00	3.43	10.43
120	318	Identify how corruption is defined	X	-	-	X	-	X	-	X	-	X	4.08	6.31	10.39
121	076	Identify/respond to the role of the individual within a group	X	X	-	X	-	X	-	X	-	X	5.60	4.79	10.39
122	298	Identify / respond to normal sources and availability of maintenance support	X	X	-	X	-	X	X	X	X	X	6.31	4.07	10.38
123	377	Identify quality and thoroughness of health care regulation	X	X	-	X	-	X	-	X	-	X	5.60	4.73	10.33
124	016	Gestures/behaviors appropriate/inappropriate with religious leaders	X	X	X	X	X	X	X	X	X	X	7.00	3.33	10.33
125	013	Identify/respond to gestures/body language in response to symbols	X	X	X	X	X	X	X	X	X	X	7.00	3.31	10.31
126	070	Identify/respond to cultural concepts of individual identity	X	X	-	X	-	X	-	X	-	X	5.60	4.70	10.30
127	041	Identify/respond to frequently-used euphemisms	X	X	X	X	X	X	X	X	X	X	7.00	3.28	10.28
128	050	Model a telephone call that you initiated	X	X	X	X	X	X	X	X	X	X	7.00	3.27	10.27
129	009	Identify/respond to Russian perception of respect for the environment	X	X	X	X	X	X	X	X	X	X	7.00	3.25	10.25
130	266	Identify a member of the militia	X	X	-	X	-	X	-	X	-	X	5.60	4.56	10.16
131	392	Identify classes of postal service and prices associated with them	X	-	X	X	-	X	-	X	-	X	4.77	5.38	10.15
132	320	Identify what social and community services are provided	X	X	-	X	-	X	-	X	-	X	5.60	4.46	10.06
133	014	Identify a place of worship; model appropriate behavior near and inside a place of worship	X	X	X	X	X	X	X	X	X	X	7.00	3.05	10.05
134	071	Identify/respond to conditions causing stress in members of the culture	X	X	X	X	X	X	-	X	-	X	6.29	3.76	10.05
135	026	Recognize components of Russian name	X	X	X	X	X	X	X	X	X	X	7.00	3.02	10.02
136	027	Identify Russian titles	X	X	X	X	X	X	X	X	X	X	7.00	3.01	10.01
137	122	Identify appropriate times to make business/professional calls	X	X	X	X	X	X	X	X	X	X	7.00	3.00	10.00
138	042	Identify/respond to historical allusions in scripted conversation	X	X	X	X	X	X	X	X	X	X	7.00	2.88	9.88
139	282	Identify/respond to pay issues	X	-	-	X	-	X	-	X	-	X	4.08	5.78	9.86
140	049	Model when and how to terminate a conversation	X	X	X	X	X	X	X	X	X	X	7.00	2.85	9.85
141	323	Identify types of resources available	X	X	-	X	-	X	X	X	X	X	6.31	3.54	9.85
142	048	Model how to initiate a conversation	X	X	X	X	X	X	X	X	X	X	7.00	2.84	9.84
143	363	Model surrendering visa and passport and retrieving	-	-	-	X	X	X	X	X	X	X	2.82	6.99	9.81
144	123	Model making an appointment for a business/professional call	X	X	X	X	X	X	X	X	X	X	7.00	2.79	9.79
145	334	Identify places to exchange currency legally	-	-	-	X	-	X	X	X	X	X	2.82	6.94	9.76
146	332	Identify what economic requirements are met from indigenous sources	X	X	X	X	X	X	X	X	X	X	7.00	2.75	9.75

1	2	3	4	5	6	7	8	9	10	11	12
			Mission Weightings — Unconventional Warfare								
Rank	Item No	Behavior	Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
			1.97	1.52	0.69	1.73	0.71	0.38	7.00		
147	159	Identify/respond appropriately to signage	X	X	X	X	X	X	7.00	2.74	9.74
148	209	Identify normal sequence of courses for "obed"	X	X	X	X	X	X	7.00	2.72	9.72
149	419	Identify various educational institutions in the Russian system	X	X	-	X	-	X	5.60	4.11	9.71
150	385	Identify/respond to availability and costs associated with courier service	X	-	X	X	-	X	4.77	4.93	9.70
151	023	Identify major holidays	X	X	X	X	X	X	7.00	2.67	9.67
152	077	Identify/respond to attitudes toward authority figures	X	-	X	X	-	X	4.77	4.89	9.66
153	011	Identify/respond to times when religious services occur	X	X	X	X	X	X	7.00	2.64	9.64
154	364	Identify stamp on visa	-	-	-	X	X	X	2.82	6.80	9.62
155	107	Identify/respond to/model appropriate grooming	X	X	X	X	X	X	7.00	2.59	9.59
156	073	Identify/respond to the ways in which members of the culture respond to external stimuli	X	X	-	X	-	X	5.60	3.97	9.57
157	100	Identify/respond to perceived rate of change	X	X	-	X	-	X	5.60	3.96	9.56
158	236	Identify overall geographical features	X	X	X	X	X	X	7.00	2.52	9.52
159	066	Identify respond to typical attitudes toward educational authority	X	X	X	X	-	X	6.29	3.14	9.43
160	335	Identify currency conversion rules, exchange rates, and sanctioned commissions	-	-	-	X	X	X	2.82	6.58	9.40
161	244	Identify literacy rate and level of compulsory education	X	X	-	X	-	X	5.60	3.78	9.38
162	128	Identify/model when to discuss business during scripted meeting/negotiation	X	X	X	X	X	X	7.00	2.38	9.38
163	125	Identify/respond to/model appropriate greetings during scripted meeting/negotiation	X	X	X	X	X	X	7.00	2.36	9.36
164	347	Identify local measurements and model converting them to US measurements	-	-	-	X	X	X	2.82	6.53	9.35
165	415	Identify/respond/model how to use public transportation	-	-	-	X	X	-	2.44	6.90	9.34
166	414	Identify/respond to/model how to obtain and use taxi	-	-	-	X	X	-	2.44	6.89	9.33
167	126	Identify/respond to/model exchange of personal information/business cards during meeting/negotiation	X	X	X	X	X	X	7.00	2.28	9.28
168	094	Identify/respond to how members of the culture consider their history	X	X	-	X	-	X	5.60	3.67	9.27
169	207	Identify what meals are eaten at what times of the day and how long such meals typically last	X	X	X	X	X	X	7.00	2.25	9.25
170	339	Identify the role of banks in the financial system	-	-	-	X	X	X	2.82	6.43	9.25
171	408	Buy a tank of gasoline	-	-	-	X	X	X	2.82	6.41	9.23
172	405	Identify/respond to/model how to rent, use, and return a car	-	-	-	X	X	-	2.44	6.78	9.22
173	206	Model appropriate conversation	X	X	X	X	X	X	7.00	2.16	9.16
174	275	Identify internal influences that have molded the professional ethic	X	X	-	X	-	X	5.60	3.53	9.13
175	020	Identify manner in which time is written	X	X	X	X	X	X	7.00	2.12	9.12
176	410	Identify/respond to/model appropriate manner to deal with police regarding major and minor traffic violation	-	-	-	X	-	X	2.11	6.97	9.08

Mission Weightings — Unconventional Warfare

Rank	Item No	Behavior	Advise/Assist					Train			CCC			Intel/Security		Logistics		PSYOP		Mission Weights		Culture Weights		Overall Weight
			1.97	1.52	0.69	1.73	0.71	0.38	7.00															
177	204	Model appropriate use of eating utensils	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	2.06	2.06	9.06
178	205	Identify appropriate conversational topics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	2.05	2.05	9.05
179	130	Identify/model appropriate behavior to conclude scripted meeting/negotiation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	2.02	2.02	9.02
180	110	Identify/model appropriate role in scripted meeting/negotiation	X	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	5.10	5.10	3.91	3.91	9.01
181	210	Model eating appropriate quantities at appropriate times	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.99	1.99	8.99
182	224	Identify the role that tobacco plays	X	X	-	X	X	-	X	X	-	X	-	X	-	-	-	-	-	5.22	5.22	3.77	3.77	8.99
183	127	Identify/model appropriate seating/posture during scripted meeting/negotiation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.96	1.96	8.96
184	353	Identify what services are available	-	-	-	-	X	X	X	X	-	X	X	X	X	X	X	X	X	2.82	2.82	6.12	6.12	8.94
185	303	Identify "non-military" activities performed by the armed forces	X	-	-	-	X	X	X	X	-	X	-	X	-	-	-	X	X	4.08	4.08	4.83	4.83	8.91
186	098	Identify/respond to cultural concepts of change	X	X	-	X	X	-	X	X	-	X	-	X	-	-	-	X	X	5.60	5.60	3.30	3.30	8.90
187	404	Model obtaining an insurance policy	-	-	-	-	X	X	X	X	-	X	X	X	X	X	X	X	X	2.44	2.44	6.44	6.44	8.88
188	019	Identify/respond to attitudes regarding value of time	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.82	1.82	8.82
189	129	Identify/model knowing when the business is concluded during scripted meeting	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.76	1.76	8.76
190	242	Identify/respond to definitions of and attitudes toward domestic animals	X	X	-	X	X	X	X	X	-	X	X	X	X	X	X	X	X	6.31	6.31	2.45	2.45	8.76
191	074	Identify/respond to the relative importance of larger groups to the individual	X	-	-	-	X	X	X	X	-	X	-	X	-	-	-	X	X	4.08	4.08	4.66	4.66	8.74
192	131	Identify/model appropriate subsequent follow-up to meeting	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.73	1.73	8.73
193	411	Identify circumstances in which police should be involved and costs (if any) associated with police involvement	-	-	-	-	X	X	X	X	-	X	-	X	-	-	-	X	X	1.73	1.73	7.00	7.00	8.73
194	369	Identify/respond to voltage and cycles of electric current and necessary adapters (transformers/plugs)	-	-	-	-	X	X	X	X	-	X	X	X	X	X	X	X	X	2.82	2.82	5.91	5.91	8.73
195	245	Identify ethnic or minority groups	X	-	-	-	X	X	X	X	-	X	-	X	-	-	-	X	X	4.08	4.08	4.65	4.65	8.73
196	203	Identify who generally sits down together	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.72	1.72	8.72
197	267	Identify interfaces between security and military organizations	X	X	-	X	X	X	X	X	-	X	-	X	-	-	-	X	X	5.60	5.60	3.11	3.11	8.71
198	316	Identify/respond to the hours covered by the typical work day	X	-	-	-	X	X	X	X	-	X	-	X	-	-	-	X	X	4.08	4.08	4.62	4.62	8.70
199	359	Model renting an appropriate place to live in an urban area	-	-	-	-	X	X	X	X	-	X	-	X	-	-	-	X	X	2.11	2.11	6.54	6.54	8.65
200	008	Identify/respond to Russian perception of respect for animals	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.65	1.65	8.65
201	371	Identify/respond to availability of telephone service	-	-	-	-	X	X	X	X	-	X	X	X	X	X	X	X	X	2.82	2.82	5.82	5.82	8.64
202	309	Identify / respond to / model appropriate customs in the officers' mess	-	-	-	-	X	X	X	X	-	X	-	X	-	-	-	X	X	2.11	2.11	6.51	6.51	8.62
203	402	Model obtaining an international driver's license	-	-	-	-	X	X	X	X	-	X	X	X	X	X	X	X	X	2.44	2.44	6.14	6.14	8.58
204	018	Identify/respond to main superstitions and avoid behaviors which can be offensive	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	7.00	7.00	1.57	1.57	8.57
205	328	Identify the market structure for industrial products	X	X	-	X	X	X	X	X	-	X	X	X	X	X	X	X	X	6.31	6.31	2.26	2.26	8.57
206	084	Identify/respond to learning styles within the culture	X	X	-	X	X	X	X	X	-	X	-	X	-	-	-	X	X	5.60	5.60	2.97	2.97	8.57

1	2	3	4	5	6	7	8	9	10	11	12
Mission Weightings — Unconventional Warfare											
Rank	Item No	Behavior	Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
			1.97	1.52	0.69	1.73	0.71	0.38	7.00		
207	021	Identify/respond to attitudes regarding relativity of time	X	X	X	X	X	X	7.00	1.56	8.56
208	401	Identify sources and requirements for international driver's license	-	-	-	X	X	-	2.44	6.11	8.55
209	228	Identify public toilet facilities	X	X	X	X	X	X	7.00	1.53	8.53
210	022	Write date with all numerals	X	X	X	X	X	X	7.00	1.52	8.52
211	208	Identify/respond to correct serving and presentation techniques	X	X	X	X	X	X	7.00	1.50	8.50
212	416	Identify most economical form of long distance transport and how to use it	-	-	-	X	-	-	1.73	6.77	8.50
213	417	Identify most economical form of international transport and how to use	-	-	-	X	-	-	1.73	6.74	8.47
214	315	Identify/respond to the days covered by the typical work week	X	-	-	X	-	X	4.08	4.37	8.45
215	333	Identify legal controls placed on the import, exchange, and/or export of currency	-	-	-	X	X	X	2.82	5.62	8.44
216	412	Identify/respond to/model contacting medical and road services	-	-	-	X	-	-	1.73	6.70	8.43
217	004	Identify appropriate financial exchanges during official interactions	-	-	X	X	X	-	3.13	5.29	8.42
218	237	Identify main water sources	X	X	X	X	X	X	7.00	1.42	8.42
219	381	Identify/respond to/model acquisition and use of nonprescription medication	-	-	-	X	-	X	2.11	6.22	8.33
220	370	Identify/respond to availability and uses of gas	-	-	-	X	X	X	2.82	5.51	8.33
221	114	Identify/model appropriate way to close scripted meeting/negotiation	X	-	X	X	X	-	5.10	3.21	8.31
222	379	Identify availability of local practitioners and model gaining access for treatment	-	-	-	X	-	X	2.11	6.20	8.31
223	246	Identify major religious groups	X	-	-	X	-	X	4.08	4.19	8.27
224	025	Identify appropriate sources and targets of humor	X	X	-	X	-	X	5.60	2.65	8.25
225	015	Identify religious leaders	X	X	X	X	X	X	7.00	1.23	8.23
226	090	Identify methods of historical interpretation and impact on historical analysis	X	X	-	X	-	X	5.60	2.62	8.22
227	343	Model transferring funds to/from home	-	-	-	X	-	-	1.73	6.48	8.21
228	340	Identify a bank	-	-	-	X	X	X	2.82	5.39	8.21
229	310	Identify / respond to / model appropriate customs in the sergeant's mess	-	-	-	X	-	X	2.11	6.10	8.21
230	312	Identify/respond to prestige/social status conferred by wealth	-	-	-	X	-	X	2.11	6.07	8.18
231	211	Identify how members of the society define the concept of discretionary time.	X	X	-	X	-	X	5.60	2.55	8.15
232	260	Identify rigor with which laws are enforced	X	-	-	X	-	X	4.08	4.06	8.14
233	403	Identify minimum and sensible levels of insurance required and sources	-	-	-	X	X	-	2.44	5.69	8.13
234	247	Identify permanent aspects of political organization	X	-	-	X	-	X	4.08	4.03	8.11
235	168	Identify purpose of buildings by form/materials/decoration	X	X	X	X	X	X	7.00	1.10	8.10
236	268	Identify relationships between the security organization and ethnic or minority groups	X	-	-	X	-	X	4.08	4.01	8.09

1	2	3	4	5	6	7	8	9	10	11	12
Mission Weightings — Unconventional Warfare											
Rank	Item No	Behavior	Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
			1.97	1.52	0.69	1.73	0.71	0.38	7.00		
237	293	Identify procedures for military education and training	-	-	-	X	-	X	2.11	5.97	8.08
238	362	Identify/respond to levels of quality and price	-	-	-	X	X	X	2.82	5.23	8.05
239	382	Identify/respond to/model acquisition and use of prescription medication	-	-	-	X	-	X	2.11	5.94	8.05
240	093	Respond to cultural emotions aroused by key historical dates, events and figures	X	X	-	X	-	X	5.60	2.44	8.04
241	101	Identify reality vs. perception of social structures in Russian culture	X	X	-	X	-	X	5.60	2.42	8.02
242	413	Identify/respond to/model how to deal with reporting requirements for auto accidents	-	-	-	X	-	-	1.73	6.28	8.01
243	113	Identify the importance of consensus in achieving meeting objectives/negotiation	X	-	X	X	X	-	5.10	2.87	7.97
244	217	Identify/respond to attitudes regarding winning and losing	X	-	-	X	-	X	4.08	3.89	7.97
245	085	Identify/respond to expected instructional styles	X	X	-	X	-	X	5.60	2.35	7.95
246	384	Model accounting for the difference between general practice and US DoS recommendations	-	-	-	X	-	-	1.73	6.21	7.94
247	292	Identify typical career patterns in the military	-	-	-	X	-	X	2.11	5.81	7.92
248	221	Identify the role that drugs play	-	-	-	X	-	-	1.73	6.18	7.91
249	112	Identify/respond to/model appropriate way to begin scripted meeting/negotiation	X	-	X	X	X	-	5.10	2.81	7.91
250	330	Identify/respond to attitudes toward paying taxes	X	-	-	X	-	X	4.08	3.83	7.91
251	355	Identify/model assessing quality based on source	-	-	-	X	X	X	2.82	5.08	7.90
252	111	Identify seating arrangements in scripted meeting/negotiation	X	-	X	X	X	-	5.10	2.78	7.88
253	352	Identify purchasing etiquette, to include inspection for quality of durable goods, clothing, consumer goods, and food	-	-	-	X	X	-	2.44	5.42	7.86
254	368	Identify/respond to availability and uses of electricity	-	-	-	X	X	X	2.82	5.02	7.84
255	088	Identify/respond to the purpose of history and impact on current events	X	-	-	X	-	X	4.08	3.71	7.79
256	276	Identify key historical figures and their roles in molding the professional ethic	X	X	-	X	-	X	5.60	2.18	7.78
257	024	Identify/respond to events of Russian history with significant emotional attachment	X	-	-	X	-	X	4.08	3.68	7.76
258	249	Identify head of state and head of government	-	-	-	X	-	X	2.11	5.65	7.76
259	091	Identify major themes from history relevant to the culture today	X	X	-	X	-	X	5.60	2.15	7.75
260	257	Identify political relationships with ethnic or minority groups	X	-	-	X	-	X	4.08	3.63	7.71
261	380	Identify types of health care facilities available and model gaining access for treatment	-	-	-	X	-	X	2.11	5.59	7.70
262	409	Identify documents required for self, domestic animals, and vehicle	-	-	-	X	-	-	1.73	5.95	7.68
263	356	Identify negotiation parameters	-	-	-	X	X	X	2.82	4.86	7.68
264	248	Identify temporary aspects of political organization	X	-	-	X	-	X	4.08	3.60	7.68
265	289	Identify military personnel accession sources	-	-	-	X	-	X	2.11	5.54	7.65
266	274	Identify external influences that have molded the professional ethic	X	X	-	X	-	X	5.60	2.03	7.63

Mission Weightings — Unconventional Warfare

Flank	Item No	Behavior	Advise/Assist		Train	CCC	Intel/Security		Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
			1.97	1.52			0.69	1.73						0.71	0.38	7.00
267	314	Identify approved and disapproved means of acquiring wealth	-	-	-	X	-	X	-	X	2.11	5.52	7.63
268	290	Identify procedures for conscription, recruiting, and accession	-	-	-	X	-	X	-	X	2.11	5.49	7.60
269	354	Identify sources to provide services	-	-	-	X	X	X	X	X	2.82	4.75	7.57
270	351	Identify negotiation parameters for durable goods, clothing, consumer goods, and food	-	-	-	X	X	X	X	-	2.44	5.09	7.53
271	383	Identify/respond to immunizations generally accepted or recommended by the US DoS	-	-	-	X	-	X	-	-	1.73	5.77	7.50
272	097	Identify major themes from Russian history that are relevant today	X	X	-	X	-	X	-	X	5.60	1.88	7.48
273	092	Identify key date, events, and figures known to all members of the culture	X	X	-	X	-	X	-	X	5.60	1.86	7.46
274	262	Model avoiding committing a crime	-	-	-	X	-	X	-	X	2.11	5.33	7.44
275	357	Model negotiating to purchase services	-	-	-	X	-	X	X	-	2.44	4.99	7.43
276	213	Identify/respond to common participatory and observer leisure activities and their role in Russian culture	X	X	-	X	-	X	-	X	5.60	1.78	7.38
277	202	Respond appropriately to distasteful foods	X	-	-	X	X	X	X	-	4.41	2.95	7.36
278	005	Identify/respond to Russian disregard for intellectual property	-	-	-	X	X	X	X	X	2.82	4.49	7.31
279	243	Identify main demographic features	X	-	-	X	-	X	-	X	4.08	3.22	7.30
280	035	Identify characteristics of different generations and model appropriate behavior toward them	-	-	-	X	-	X	-	X	2.11	5.19	7.30
281	212	Identify how much time is typically available for leisure.	X	X	-	X	-	X	-	X	5.60	1.69	7.29
282	291	Identify procedures for personnel classification, assignment and use	-	-	-	X	-	X	-	X	2.11	5.15	7.26
283	345	Model a cash retail transaction	-	-	-	X	X	X	X	-	2.44	4.76	7.20
284	255	Identify key contemporary figures	X	-	-	X	-	X	-	X	4.08	3.10	7.18
285	350	Identify sources of durable goods, clothing, consumer goods, and food	-	-	-	X	-	X	X	-	2.44	4.72	7.16
286	214	Model appropriate participation in leisure activities	X	X	-	X	-	X	-	X	5.60	1.55	7.15
287	358	Identify/respond to options regarding a place to live in an urban area	-	-	-	X	-	X	-	X	2.11	5.03	7.14
288	342	Identify methods and parameters for economical transfer of funds	-	-	-	X	-	X	-	-	1.73	5.36	7.09
289	348	Identify/respond to typical types of food/beverage preservation	-	-	-	X	X	X	X	X	2.82	4.24	7.06
290	199	Identify religious/secular connotations regarding certain foods and beverages	X	-	-	X	-	X	-	X	4.08	2.98	7.06
291	263	Identify typical patterns of crime	-	-	-	X	-	X	-	X	2.11	4.92	7.03
292	349	Identify typical frequency for grocery shopping	-	-	-	X	X	X	X	-	2.44	4.59	7.03
293	367	Model renting an appropriate room in a rural area	-	-	-	X	X	X	X	X	2.82	4.16	6.98
294	360	Identify/respond to options regarding temporary accommodation in an urban area	-	-	-	X	X	X	X	X	2.82	4.13	6.95
295	225	Identify common modes and frequency of bathing	X	-	-	X	-	X	-	-	3.70	3.12	6.82
296	341	Identify circumstances in which external accounts should be used	-	-	-	X	-	X	-	-	1.73	5.05	6.78

1	2	3	4	5	6	7	8	9	10	11	12
Mission Weightings — Unconventional Warfare											
Rank	Item No	Behavior	Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
297	313	Identify relative financial status of individual by outward display	1.97	1.52	0.69	1.73	0.71	0.38	7.00	4.63	6.74
298	294	Identify retirement privileges and benefits	-	-	-	X	-	X	2.11	4.60	6.71
299	326	Identify how the agricultural sector is organized	X	X	-	X	-	X	5.60	1.04	6.64
300	068	Identify normal civil obligations and note that this is changing	-	-	-	X	-	X	2.11	4.53	6.64
301	226	Identify normal locations of bathing facilities	X	-	-	X	-	-	3.70	2.94	6.64
302	201	Identify how foods are typically prepared	X	-	-	X	X	-	4.41	2.22	6.63
303	346	Identify/respond to clothing sizes for men and women	-	-	-	X	X	X	2.82	3.80	6.62
304	264	Identify typical punishments	-	-	-	X	-	X	2.11	4.50	6.61
305	099	Identify current rate of change	-	-	-	X	-	X	2.11	4.47	6.58
306	321	Identify the role of the government in production	-	-	-	X	-	X	2.11	4.44	6.55
307	311	Identify/respond to how wealth is defined	-	-	-	X	-	X	2.11	4.42	6.53
308	398	Identify sources for, availability of, and prices charged for newspapers and magazines	-	-	-	X	-	X	2.11	4.36	6.47
309	261	Identify categories of crime	-	-	-	X	-	X	2.11	4.33	6.44
310	063	Identify/respond to typical attitudes towards legal systems	-	-	-	X	-	X	2.11	4.30	6.41
311	256	Identify/respond to the relative cohesion of the political organization	X	-	-	X	-	X	4.08	2.32	6.40
312	105	Identify the basis for mobility between social strata	-	-	-	X	-	X	2.11	4.20	6.31
313	215	Identify common participatory and observer sports and their role in Russian culture	X	-	-	X	-	X	4.08	2.21	6.29
314	300	Identify procedures for the conduct of research and development	-	-	-	X	-	X	2.11	4.17	6.28
315	254	Identify key historical figures	X	-	-	X	-	X	4.08	2.19	6.27
316	366	Identify/respond to options and levels of quality regarding temporary accommodation in a rural area	-	-	-	X	X	X	2.82	3.41	6.23
317	216	Model appropriate participation	X	-	-	X	-	X	4.08	2.13	6.21
318	322	Identify the government role in allocating human and material resources	-	-	-	X	-	X	2.11	4.00	6.11
319	200	Identify/respond to typical diet	X	-	-	X	X	-	4.41	1.62	6.03
320	250	Identify differences in function of head of state and head of government	-	-	-	X	-	X	2.11	3.90	6.01
321	344	Model accepting and discharging personal financial obligations	-	-	-	-	-	-	0.00	5.98	5.98
322	087	Identify/respond to basic concept of history and impact on current events	X	-	-	X	-	X	4.08	1.85	5.93
323	258	Identify, by area, functions that the government performs	X	-	-	X	-	X	4.08	1.83	5.91
324	137	Identify/model accepting/rejecting food/drink as appropriate at a social gathering	-	-	-	X	-	-	1.73	4.10	5.83
325	139	Identify/model how long to stay at a social gathering	-	-	-	X	-	-	1.73	4.09	5.82
326	218	Identify/respond to definitions of gambling, types of gambling, and the legality of gambling	X	-	-	X	-	-	3.70	2.09	5.79

Rank	Item No	Behavior	Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
327	238	Identify/respond to water-use and control patterns	X	-	-	X	-	X	4.08	1.67	5.75
328	219	Understand that the social context of all forms of gambling is dangerous and the possibility of winning negligible	-	-	-	X	-	-	1.73	3.99	5.72
329	106	Identify situations which bring together individuals from different social strata	X	-	-	X	-	X	4.08	1.59	5.67
330	036	Model appropriate behavior to child	-	-	-	X	-	X	2.11	3.50	5.61
331	269	Identify the cultural importance of a formal contract	-	-	-	X	-	X	2.11	3.47	5.58
332	239	Identify/respond to water rituals and customs	-	-	-	X	-	X	4.08	1.43	5.51
333	331	Identify the procedures for tax collection and the stringency with which tax collection is enforced	X	-	-	X	-	X	2.11	3.40	5.51
334	301	Identify fiscal issues affecting the armed forces	-	-	-	X	-	X	2.11	3.34	5.45
335	361	Identify/respond to methods of seeking temporary accommodation in an urban area	-	-	-	X	X	X	2.82	2.51	5.33
336	146	Identify/model how long to stay on a overnight visit	-	-	-	X	-	-	1.73	3.58	5.31
337	140	Identify/model appropriate behavior to conclude a social call	-	-	-	X	-	-	1.73	3.57	5.30
338	329	Identify types of taxes imposed	-	-	-	X	-	X	2.11	3.17	5.28
339	152	Identify/respond to/model appropriate topics of conversation during a condolence call	-	-	-	X	-	-	1.73	3.51	5.24
340	144	Identify appropriate expectations of guests	-	-	-	X	-	-	1.73	3.48	5.21
341	133	Identify/model appropriate time to arrive for a social call	-	-	-	X	-	-	1.73	3.44	5.17
342	040	Identify typical family relationships	-	-	-	X	-	X	2.11	3.04	5.15
343	142	Model planning appropriate food/beverages	-	-	-	X	-	-	1.73	3.38	5.11
344	143	Model issuing invitations	-	-	-	X	-	-	1.73	3.37	5.10
345	121	Model responding to a toast	-	-	-	X	-	-	1.73	3.35	5.08
346	324	Identify capabilities and procedures for resource production and distribution	-	-	-	X	-	-	1.73	3.24	4.97
347	145	Identify/model appropriate guest obligations	-	-	-	X	-	-	1.73	3.20	4.93
348	153	Identify/model how long to stay	-	-	-	X	-	-	1.73	3.18	4.91
349	132	Identify appropriate times to make social calls	-	-	-	X	-	-	1.73	3.15	4.88
350	135	Identify/respond to/model appropriate greetings	-	-	-	X	-	-	1.73	3.08	4.81
351	138	Identify/respond to/model appropriate topics of conversation at a social gathering	-	-	-	X	-	-	1.73	3.07	4.80
352	147	Identify/model appropriate follow-up action after a overnight visit	-	-	-	X	-	-	1.73	2.92	4.65
353	120	Model making a toast at the appropriate time	-	-	-	X	-	-	1.73	2.91	4.64
354	148	Identify appropriate tribute—flowers/card/memorial contribution	-	-	-	X	-	-	1.73	2.89	4.62
355	365	Identify patterns of rural housing	-	-	-	X	-	X	2.11	2.48	4.59
356	270	Identify compliance/enforcement procedures / remedies	-	-	-	X	-	-	1.73	2.82	4.55

1	2	3	4	5	6	7	8	9	10	11	12	
Mission Weightings — Unconventional Warfare												
Rank	Item No	Behavior	PSYOP								Culture Weights	Overall Weights
			Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights			
357	089	Identify documentation requirements (or lack thereof) required by culture	1.97	1.52	0.69	1.73	0.71	0.38	7.00			
358	150	Identify/model appropriate methods of expressing condolences	-	-	-	X	-	X	2.11	2.39	4.50	
359	154	Identify/model appropriate behavior to conclude a condolence call	-	-	-	X	-	-	1.73	2.77	4.50	
360	197	Identify/respond to Russian attitude toward applied science.	-	-	-	X	-	-	1.73	2.71	4.44	
361	196	Identify/respond to Russian attitude toward pure science.	-	-	-	X	-	-	1.73	2.69	4.42	
362	039	Identify typical marriage and divorce practices	-	-	-	X	-	-	1.73	2.68	4.41	
363	185	Identify current movie-watching habits	-	-	-	X	-	X	2.11	2.29	4.40	
364	141	Model planning a social gathering for appropriate people	-	-	-	X	-	X	2.11	2.23	4.34	
365	134	Model appropriate acceptance of invitation to social gathering	-	-	-	X	-	-	1.73	2.61	4.34	
366	149	Identify appropriate times to make condolence calls	-	-	-	X	-	-	1.73	2.58	4.31	
367	198	Identify/respond to Russian attitude toward technology	-	-	-	X	-	-	1.73	2.54	4.27	
368	418	Identify/respond to political controls on the education system	-	-	-	X	-	-	1.73	2.49	4.22	
369	271	Identify default procedures/remediation	-	-	-	-	-	-	0.00	4.22	4.22	
370	115	Identify/respond to time to arrive for a formal banquet	-	-	-	X	-	-	1.73	2.41	4.14	
371	075	Identify/respond to the role of the individual within the family	-	-	-	X	-	-	1.73	2.33	4.06	
372	177	Identify major prose writers	-	-	-	X	-	X	2.11	1.95	4.06	
373	136	Identify/model appropriate seating/posture at a social gathering	-	-	-	X	-	-	1.73	1.93	4.04	
374	176	Identify/respond to functions, purpose and importance of prose	-	-	-	X	-	X	2.11	2.31	4.04	
375	186	Model conveying appreciation of film	-	-	-	X	-	X	2.11	1.92	4.03	
376	251	Identify the structure of governmental executive functions	-	-	-	X	-	X	2.11	1.90	4.01	
377	253	Identify the structure of governmental legal functions	-	-	-	X	-	X	2.11	1.80	3.91	
378	327	Identify sources, availability, and costs of financing industrial operations	-	-	-	X	-	X	2.11	1.79	3.90	
379	265	Identify the components of the legal system	-	-	-	X	-	-	1.73	2.11	3.84	
380	184	Identify/respond to functions, purpose and importance of film	-	-	-	X	-	-	1.73	2.08	3.81	
381	117	Model participating in a banquet	-	-	-	X	-	X	2.11	1.66	3.77	
382	252	Identify the structure of governmental legislative functions	-	-	-	X	-	-	1.73	2.00	3.73	
383	118	Identify importance of guests from seating arrangements	-	-	-	X	-	X	2.11	1.60	3.71	
384	227	Identify/respond to typical bathing scents	-	-	-	X	-	-	1.73	1.98	3.71	
385	178	Identify Russian winners of Nobel prize for literature	-	-	-	X	-	-	1.73	1.89	3.62	
386	180	Identify/respond to functions, purpose and importance of theater	-	-	-	X	-	X	2.11	1.49	3.60	
			-	-	-	X	-	X	2.11	1.46	3.57	

Mission Weightings — Unconventional Warfare

Item Rank		Behavior	Mission Weights					Culture Weights		Overall Weight	
			Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP			
			1.97	1.52	0.69	1.73	0.71	0.38	7.00		
387	240	Identify/respond to culturally-significant flora	-	-	-	X	-	X	2.11	1.44	3.55
388	165	Identify major art forms, their functions and importance	-	-	-	X	-	X	2.11	1.40	3.51
389	172	Model conveying appreciation of oral literature	-	-	-	X	-	X	2.11	1.39	3.50
390	241	Identify/respond to culturally-significant fauna	-	-	-	X	-	X	2.11	1.37	3.48
391	119	Model sitting in the correct place	-	-	-	X	-	-	1.73	1.75	3.48
392	179	Model conveying appreciation of prose	-	-	-	X	-	X	2.11	1.36	3.47
393	171	Identify/respond to functions, purpose and importance of oral literature	-	-	-	X	-	X	2.11	1.34	3.45
394	175	Model conveying appreciation of poetry	-	-	-	X	-	X	2.11	1.33	3.44
395	151	Identify/model appropriate seating/posture during a condolence call	-	-	-	X	-	-	1.73	1.70	3.43
396	174	Identify major poets	-	-	-	X	-	X	2.11	1.32	3.43
397	173	Identify/respond to functions, purpose and importance of poetry	-	-	-	X	-	X	2.11	1.30	3.41
398	325	Identify crops grown and methods	-	-	-	X	-	X	2.11	1.29	3.40
399	001	Identify cultural foundations for ethics and morality	-	-	-	X	-	X	2.11	1.27	3.38
400	170	Model conveying appreciation	-	-	-	X	-	X	2.11	1.26	3.37
401	192	Model conveying appreciation of ballet	-	-	-	X	-	X	2.11	1.24	3.35
402	166	Model conveying appreciation of art forms	-	-	-	X	-	X	2.11	1.22	3.33
403	191	Identify/respond to functions, purpose and importance of ballet	-	-	-	X	-	X	2.11	1.20	3.31
404	181	Model conveying appreciation of theater	-	-	-	X	-	X	2.11	1.17	3.28
405	169	Identify/respond to relevance and importance of architecture	-	-	-	X	-	X	2.11	1.16	3.27
406	188	Model conveying appreciation of instrumental music	-	-	-	X	-	X	2.11	1.11	3.22
407	116	Identify/respond to how long a formal banquet is likely to last	-	-	-	X	-	-	1.73	1.47	3.20
408	187	Identify/respond to functions, purpose and importance of instrumental music	-	-	-	X	-	X	2.11	1.09	3.20
409	193	Identify/respond to functions, purpose and importance of dance	-	-	-	X	-	X	2.11	1.07	3.18
410	194	Model conveying appreciation of dance	-	-	-	X	-	X	2.11	1.06	3.17
411	190	Model conveying appreciation of vocal music	-	-	-	X	-	X	2.11	1.03	3.14
412	189	Identify/respond to functions, purpose and importance of vocal music	-	-	-	X	-	X	2.11	1.01	3.12
413	195	Model appropriate ballroom dancing	-	-	-	X	-	X	2.11	1.00	3.11
414	259	Identify/respond to relations between civil and religious authorities	-	-	-	-	-	X	0.38	2.56	2.94
415	167	Identify architectural styles	-	-	-	X	-	-	1.73	1.19	2.92
416	183	Model conveying appreciation of opera	-	-	-	X	-	-	1.73	1.14	2.87

1	2	3	4	5	6	7	8	9	10	11	12
Rank	Item No	Behavior	Mission Weightings — Unconventional Warfare								
			Advise/Assist	Train	CCC	Intel/Security	Logistics	PSYOP	Mission Weights	Culture Weights	Overall Weight
417	182	Identify/respond to functions, purpose and importance of opera	1.97	1.52	0.69	1.73	0.71	0.38	7.00	1.13	2.86
418	273	Model obtaining automotive insurance	.	.	.	.	.	.	0.00	2.46	2.46
419	272	Identify Russian attitudes towards insurance	.	.	.	.	.	.	0.00	1.63	1.63

APPENDIX U

Preliminary Prioritization of Skills for Training — Cuban/FID

1	2	3	Mission Weightings — Foreign Internal Defense										12	13
Rank	Item No	Behavior								Personnel	Mission Weights	Culture Weights	Overall Weight	
			Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics		7.00				
1	010	Identify/respond to respect for the environment dictated by ethics and morality	X	X	X	X	X	X	X	0.38	7.00	14.00		
2	050	Identify culturally-unacceptable compromises in negotiations	X	X	X	X	X	X	X	X	7.00	6.92		
3	083	Identify/respond to manifestations of obedience and disobedience to authority	X	X	X	X	X	X	X	X	7.00	6.75		
4	017	Identify a place of worship; model appropriate dress and behavior near and inside a place of worship	X	X	X	X	X	X	X	X	7.00	6.67		
5	005	Identify/respond to role of ethics and morality in relationships	X	X	X	X	X	X	X	X	7.00	6.42		
6	034	Model appropriate behavior toward a married female	X	X	X	X	X	X	X	X	7.00	6.34		
7	033	Model appropriate behavior toward an unmarried female	X	X	X	X	X	X	X	X	7.00	6.10		
8	008	Identify/respond to respect for human rights dictated by ethics and morality	X	X	X	X	X	X	X	X	7.00	6.01		
9	031	Model appropriate behavior toward an unmarried male	X	X	X	X	X	X	X	X	7.00	5.85		
10	018	Identify/respond to basic beliefs and practices of Santeria	X	X	X	X	X	X	X	X	7.00	5.69		
11	023	Identify major holidays	X	X	X	X	X	X	X	X	7.00	5.60		
12	009	Identify/respond to respect for animals dictated by ethics and morality	X	X	X	X	X	X	X	X	7.00	5.56		
13	060	Identify friendly and hostile gestures and respond appropriately	X	X	X	X	X	X	X	X	7.00	5.56		
14	039	Model appropriate behavior in dealing with students or proteges	X	X	X	X	X	X	X	X	7.00	5.36		
15	015	Identify/model appropriate dress and behavior during religious observances	X	X	X	X	X	X	X	X	7.00	5.11		
16	022	Write date with all numerals	X	X	X	X	X	X	X	X	7.00	5.03		
17	030	Use correct form of address in written communications	X	X	X	X	X	X	X	X	7.00	4.86		
18	016	Identify/respond to gestures/body language in response to symbols	X	X	X	X	X	X	X	X	7.00	4.62		
19	415	Identify/respond to generally-accepted/required immunizations	X	X	X	X	X	X	X	X	7.00	4.53		
20	329	Identify/respond to attitudes toward corruption	X	X	X	X	X	X	X	X	7.00	4.45		
21	082	Identify/respond to attitudes toward authority figures	X	X	X	X	X	X	X	X	5.43	5.93		
22	038	Model appropriate behavior in dealing with teachers or mentors	X	X	X	X	X	X	X	X	7.00	4.12		
23	058	Identify/respond to insult in a conversation	X	X	X	X	X	X	X	X	7.00	3.80		
24	077	Identify/respond to typical expressions of aggression	X	X	X	X	X	X	X	X	7.00	3.71		
25	221	Identify types of liquor produced and consumed	X	-	-	-	X	X	X	X	7.00	3.63		
26	327	Identify holidays	X	X	X	X	X	X	X	X	3.70	6.84		
27	004	Identify appropriate and inappropriate financial exchanges with public/private officials	X	-	-	-	X	X	X	X	7.00	3.47		
28	064	Identify/respond to concepts of interpersonal space	X	X	X	X	X	X	X	X	3.70	6.51		
29	081	Identify/respond to highly-personalized authority structure	X	X	X	X	X	X	X	X	7.00	3.14		
30	224	Model appropriate use or avoidance of tobacco	X	X	X	X	X	X	X	X	7.00	2.97		
											7.00	2.73		
												9.73		

Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
31	328	Identify how corruption is defined	X	1.57	0.90	0.83	1.46	0.68	0.38	7.00		
32	229	Identify/respond to model appropriate request to use a toilet	X	X	X	X	X	X	X	5.43	4.29	9.72
33	169	Model reading from a phrase dictionary	X	X	X	X	X	X	X	7.00	2.64	9.64
34	040	Identify/respond to attitudes towards American individuals	X	-	-	-	X	-	X	7.00	2.48	9.48
35	024	Identify/respond to historical events with significant emotional attachment	X	-	-	-	X	-	X	3.02	6.26	9.28
36	043	Identify/respond to attitudes toward marriage and divorce	X	-	-	-	X	-	-	2.64	6.59	9.23
37	049	Model appropriate behavior during negotiations	X	X	X	X	X	X	X	3.02	6.18	9.20
38	409	Identify/respond to the professional qualifications of health care practitioners	X	X	X	-	X	-	-	7.00	2.15	9.15
39	037	Model appropriate behavior/forms of address in giving direction to/receiving information from servan	X	X	-	-	X	-	-	5.11	3.96	9.07
40	036	Model appropriate behavior to a child	X	-	-	-	X	-	-	4.21	4.70	8.91
41	078	Identify/respond to the ways in which members of the culture respond to external stimuli	X	-	-	-	X	-	X	3.02	5.77	8.79
42	032	Model appropriate behavior toward a married male	X	X	X	X	X	X	X	7.00	1.58	8.58
43	035	Identify characteristics of different generations and model appropriate behavior toward them	X	X	X	X	X	X	X	7.00	1.49	8.49
44	041	Model appropriate behavior toward homosexuals	X	-	-	-	X	-	X	3.02	5.27	8.29
45	396	Identify/respond to the availability of and uses for electricity	X	X	X	X	X	X	X	3.02	5.19	8.21
46	026	Identify appropriate sources and targets of humor	X	X	-	-	X	-	X	7.00	1.16	8.16
47	225	Identify/respond to model common modes and frequency of bathing	X	X	-	-	X	-	X	4.59	3.55	8.14
48	013	Identify/respond to basic beliefs and practices of Roman Catholicism	X	X	X	X	X	X	X	7.00	1.08	8.08
49	222	Model appropriate use or avoidance of liquor	X	-	-	-	X	-	X	3.02	4.95	7.97
50	266	Identify typical punishments for various crimes	X	-	-	-	X	-	X	3.02	4.78	7.80
51	098	Identify/respond to attitudes towards actions taken by American government	X	-	-	-	X	-	-	2.29	5.44	7.73
52	283	Identify the role of the United States in shaping Cuban military attitudes	X	X	X	-	X	-	X	3.02	4.37	7.39
53	093	Identify political traditions	X	-	-	X	X	-	-	5.11	2.23	7.34
54	003	Identify/respond to appropriate standards of personal behavior	X	X	X	-	X	-	X	3.47	3.88	7.35
55	071	Identify normal civil obligations	X	X	X	-	X	-	X	5.49	1.82	7.31
56	104	Identify major social, economic, and political changes and the forces that drive them	X	-	-	-	X	-	X	5.49	1.74	7.23
57	408	Identify the quality, thoroughness, and shortcomings regarding health care regulation	X	X	X	-	X	-	-	3.02	4.21	7.23
58	002	Identify/respond to key concepts pertaining to ethics and morality	X	X	X	X	X	X	X	5.11	1.99	7.10
58	011	Identify/respond to role of ethics and morality as they affect other issues	X	X	X	X	X	X	X	7.00	0.00	7.00
58	014	Identify/respond to times when religious observances occur/are required	X	X	X	X	X	X	X	7.00	0.00	7.00
58	019	Identify/respond to attitudes regarding value of time	X	X	X	X	X	X	X	7.00	0.00	7.00
58	020	Identify manner in which time is written	X	X	X	X	X	X	X	7.00	0.00	7.00
58	021	Identify/respond to attitudes regarding relativity of time	X	X	X	X	X	X	X	7.00	0.00	7.00
58	027	Recognize components of personal names	X	X	X	X	X	X	X	7.00	0.00	7.00
58	028	Correctly use title, proper form of address in business meetings	X	X	X	X	X	X	X	7.00	0.00	7.00

Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
58	029	Use correct form of address in social situations	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00		7.00
58	045	Identify/respond to frequently-used euphemisms	X	X	X	X	X	X	X	7.00	0.00	7.00
58	046	Identify/respond to allusions (religious, literary, historical) in conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	047	Model appropriate response to interruptions during a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	048	Model appropriate turn-taking behavior during a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	051	Identify when not appropriate to initiate a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	052	Model how to initiate and terminate a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	053	Model appropriate etiquette to initiate and terminate telephone calls	X	X	X	X	X	X	X	7.00	0.00	7.00
58	054	Identify inappropriate elicitation techniques	X	X	X	X	X	X	X	7.00	0.00	7.00
58	055	Model appropriate elicitation techniques in a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	056	Identify appropriate and inappropriate uses of profanity in a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	057	Model appropriate response to inappropriate profanity in a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	059	Model maintaining appropriate eye contact during a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	061	Model using gestures appropriate to content and audience	X	X	X	X	X	X	X	7.00	0.00	7.00
58	062	Model avoiding offensive gestures	X	X	X	X	X	X	X	7.00	0.00	7.00
58	063	Identify/respond to hand motions	X	X	X	X	X	X	X	7.00	0.00	7.00
58	072	Identify/respond to normal cultural expectations of needs for political and social order and structure	X	X	X	X	X	X	X	7.00	0.00	7.00
58	073	Identify/respond to normal cultural expectations of and needs for individual order and structure	X	X	X	X	X	X	X	7.00	0.00	7.00
58	074	Identify/respond to deviation from American norms in attitudes toward human rights	X	X	X	X	X	X	X	7.00	0.00	7.00
58	084	Identify/respond to notions of cultural exceptionalism without giving offense	X	X	X	X	X	X	X	7.00	0.00	7.00
58	099	Identify/respond to major themes from the culture's history that are relevant today	X	X	X	X	X	X	X	7.00	0.00	7.00
58	109	Identify/respond to/model appropriate grooming and clothing	X	X	X	X	X	X	X	7.00	0.00	7.00
58	110	Identify/respond to/model appropriate formality for introductions	X	X	X	X	X	X	X	7.00	0.00	7.00
58	111	Model introducing self and companions	X	X	X	X	X	X	X	7.00	0.00	7.00
58	112	Identify changes in dynamics based on the size or purpose of a meeting/negotiation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	113	Identify who participates in what kinds of meetings/negotiations	X	X	X	X	X	X	X	7.00	0.00	7.00
58	114	Identify/model appropriate role in a meeting/negotiation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	115	Identify appropriate place to sit in a meeting/negotiation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	116	Identify/respond to/model appropriate way to begin a meeting/negotiation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	117	Identify the importance of consensus in achieving meeting/negotiation objectives	X	X	X	X	X	X	X	7.00	0.00	7.00
58	118	Identify/model appropriate way to close a meeting/negotiation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	127	Identify appropriate times to make business/professional calls	X	X	X	X	X	X	X	7.00	0.00	7.00
58	128	Model making an appointment for a business/professional call	X	X	X	X	X	X	X	7.00	0.00	7.00
58	129	Identify/model appropriate time to arrive for a business call	X	X	X	X	X	X	X	7.00	0.00	7.00
58	130	Identify/respond to/model appropriate greetings during a meeting	X	X	X	X	X	X	X	7.00	0.00	7.00

1 2 3 4 5 6 7 8 9 10 11 12 13

Mission Weightings — Foreign Internal Defense

Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
58	131	Identify/respond to/model exchange of personal information/business cards during a meeting	X	X	X	X	X	X	X	7.00	0.00	7.00
58	132	Identify/model appropriate seating/posture during a meeting	X	X	X	X	X	X	X	7.00	0.00	7.00
58	133	Identify/model when to bring up the business during a meeting	X	X	X	X	X	X	X	7.00	0.00	7.00
58	134	Identify/model knowing when the business is concluded during a meeting	X	X	X	X	X	X	X	7.00	0.00	7.00
58	135	Identify/model appropriate behavior to conclude a meeting	X	X	X	X	X	X	X	7.00	0.00	7.00
58	136	Identify/model appropriate subsequent follow-up to a meeting	X	X	X	X	X	X	X	7.00	0.00	7.00
58	163	Identify Spanish as the only officially-recognized language	X	X	X	X	X	X	X	7.00	0.00	7.00
58	166	Identify/respond to aphorisms and to religious, literary and historical allusions in a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	167	Identify/respond to/model basic intonational patterns in a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	168	Identify/respond to/model basic phrases in a conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	170	Identify/respond appropriately to signage	X	X	X	X	X	X	X	7.00	0.00	7.00
58	172	Model using simplified English	X	X	X	X	X	X	X	7.00	0.00	7.00
58	173	Identify differences in outcome between simultaneous and consecutive interpretation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	174	Model appropriate use of a consecutive interpreter	X	X	X	X	X	X	X	7.00	0.00	7.00
58	175	Model appropriate use of a simultaneous interpreter	X	X	X	X	X	X	X	7.00	0.00	7.00
58	176	Identify local sources of quality translation work	X	X	X	X	X	X	X	7.00	0.00	7.00
58	177	Identify times and costs required to produce quality translation work	X	X	X	X	X	X	X	7.00	0.00	7.00
58	186	Identify architectural styles	X	X	X	X	X	X	X	7.00	0.00	7.00
58	204	Identify who generally sits down together	X	X	X	X	X	X	X	7.00	0.00	7.00
58	205	Identify/model appropriate use of eating utensils	X	X	X	X	X	X	X	7.00	0.00	7.00
58	206	Identify appropriate conversational topics; model appropriate conversation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	207	Identify what meals are eaten at what times of the day and how long each meal typically lasts	X	X	X	X	X	X	X	7.00	0.00	7.00
58	208	Identify/respond to correct serving and presentation techniques	X	X	X	X	X	X	X	7.00	0.00	7.00
58	209	Identify normal sequence of courses	X	X	X	X	X	X	X	7.00	0.00	7.00
58	210	Model not eating too much	X	X	X	X	X	X	X	7.00	0.00	7.00
58	226	Identify normal locations of bathing facilities	X	X	X	X	X	X	X	7.00	0.00	7.00
58	227	Identify public toilet facilities	X	X	X	X	X	X	X	7.00	0.00	7.00
58	228	Identify degree of privacy expected	X	X	X	X	X	X	X	7.00	0.00	7.00
58	230	Identify/respond to appropriate methods of cleaning up	X	X	X	X	X	X	X	7.00	0.00	7.00
58	231	Model appropriate use of toilet	X	X	X	X	X	X	X	7.00	0.00	7.00
58	232	Identify other normal hygienic procedures	X	X	X	X	X	X	X	7.00	0.00	7.00
58	238	Identify significant water sources	X	X	X	X	X	X	X	7.00	0.00	7.00
58	263	Identify the rigor with which laws are enforced	X	X	X	X	X	X	X	7.00	0.00	7.00
58	274	Identify a policeman	X	X	X	X	X	X	X	7.00	0.00	7.00
58	275	Identify/respond to the roles performed by various internal security organizations	X	X	X	X	X	X	X	7.00	0.00	7.00

Mission Weightings -- Foreign Internal Defense

Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
58	276	Identify/respond to roles and functions performed by the Committees for Defense of the Revolution	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00	0.00	7.00
58	320	Identify/respond to model whom to salute, when to salute, and when not to salute	X	X	X	X	X	X	X	7.00	0.00	7.00
58	321	Identify/respond to model how to address seniors and juniors	X	X	X	X	X	X	X	7.00	0.00	7.00
58	322	Identify/respond to model appropriate customs in the officers' mess	X	X	X	X	X	X	X	7.00	0.00	7.00
58	323	Identify/respond to model appropriate customs in the sergeants' mess	X	X	X	X	X	X	X	7.00	0.00	7.00
58	326	Identify/respond to the periods covered by the typical work day and work week	X	X	X	X	X	X	X	7.00	0.00	7.00
58	341	Identify/respond to information media in use and availability of such media	X	X	X	X	X	X	X	7.00	0.00	7.00
58	392	Identify/respond to options regarding temporary accommodation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	393	Identify/model methods of seeking temporary accommodation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	394	Identify/respond to levels of quality and prices of temporary housing	X	X	X	X	X	X	X	7.00	0.00	7.00
58	395	Model renting an appropriate room	X	X	X	X	X	X	X	7.00	0.00	7.00
58	397	Identify voltage and cycles of electric current	X	X	X	X	X	X	X	7.00	0.00	7.00
58	400	Identify/respond to the availability of and uses for water	X	X	X	X	X	X	X	7.00	0.00	7.00
58	401	Identify/respond to the safety of the water supply	X	X	X	X	X	X	X	7.00	0.00	7.00
58	402	Identify/respond to the sources of safe water	X	X	X	X	X	X	X	7.00	0.00	7.00
58	403	Model water purification techniques	X	X	X	X	X	X	X	7.00	0.00	7.00
58	405	Identify the main health risks for members of the culture	X	X	X	X	X	X	X	7.00	0.00	7.00
58	408	Identify/respond to the main health risks for outsiders	X	X	X	X	X	X	X	7.00	0.00	7.00
58	407	Identify the types of treatment in use	X	X	X	X	X	X	X	7.00	0.00	7.00
58	417	Model making local calls from a public telephone	X	X	X	X	X	X	X	7.00	0.00	7.00
58	418	Model making an international call through a hotel operator	X	X	X	X	X	X	X	7.00	0.00	7.00
58	419	Identify/respond to model knowing when and how to send local and international faxes	X	X	X	X	X	X	X	7.00	0.00	7.00
58	420	Identify/model how to send local and international telegrams	X	X	X	X	X	X	X	7.00	0.00	7.00
58	421	Identify/model how to access e-mail systems	X	X	X	X	X	X	X	7.00	0.00	7.00
58	436	Model purchasing fuel for a vehicle	X	X	X	X	X	X	X	7.00	0.00	7.00
58	437	Identify/respond to model the appropriate manner to deal with police regarding traffic violations	X	X	X	X	X	X	X	7.00	0.00	7.00
58	438	Identify the circumstances in which police should be involved following a vehicle accident	X	X	X	X	X	X	X	7.00	0.00	7.00
58	439	Identify the costs associated with police involvement following a vehicle accident	X	X	X	X	X	X	X	7.00	0.00	7.00
58	440	Identify/respond to model contacting medical and road services following a vehicle accident	X	X	X	X	X	X	X	7.00	0.00	7.00
58	441	Identify/respond to model how to deal with reporting requirements following a vehicle accident	X	X	X	X	X	X	X	7.00	0.00	7.00
58	442	Identify/respond to model how to obtain and use a taxi	X	X	X	X	X	X	X	7.00	0.00	7.00
58	443	Identify/respond to model how to use domestic public transportation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	444	Identify the most economical form of domestic transportation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	445	Identify/respond to model how to use domestic bus, rail, water, and air public transportation	X	X	X	X	X	X	X	7.00	0.00	7.00
58	446	Identify/respond to model the appropriate action regarding gratuities	X	X	X	X	X	X	X	7.00	0.00	7.00

1	2	3	4	5	6	7	8	9	10	11	12	13
Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00		
59	094	Identify/respond to political doctrines	X	-	-	X	X	-	-	3.47	3.30	6.77
60	447	Identify/respond to the documentation required for travel on international public transportation	-	-	-	X	X	X	X	3.35	3.38	6.73
61	080	Identify/respond to the role of the individual within the family, within a group, and within the state	X	-	-	-	X	-	-	2.64	4.04	6.68
62	286	Identify the components, missions, and overall capabilities of the defense establishment	X	X	X	X	X	X	-	6.62	0.00	6.62
62	289	Identify/respond to the uniforms of different military, naval, and paramilitary services	X	X	X	X	X	X	-	6.62	0.00	6.62
62	292	Identify/respond to the key individuals directing the defense establishment	X	X	X	X	X	X	-	6.62	0.00	6.62
62	296	Identify logistics organizations and capabilities	X	X	X	X	X	X	-	6.62	0.00	6.62
62	301	Identify military personnel accession sources	X	X	X	X	X	X	-	6.62	0.00	6.62
62	302	Identify procedures for conscription, recruiting, and accession	X	X	X	X	X	X	-	6.62	0.00	6.62
62	303	Identify typical career patterns	X	X	X	X	X	X	-	6.62	0.00	6.62
62	304	Identify opportunities for military education	X	X	X	X	X	X	-	6.62	0.00	6.62
62	305	Identify lack of retirement privileges and benefits	X	X	X	X	X	X	-	6.62	0.00	6.62
62	309	Identify, by class of supply, the normal internal and external sources and availability of material	X	X	X	X	X	X	-	6.62	0.00	6.62
62	310	Identify/respond to capabilities and availability of maintenance support	X	X	X	X	X	X	-	6.62	0.00	6.62
62	311	Identify the normal transport capabilities and operations	X	X	X	X	X	X	-	6.62	0.00	6.62
62	312	Identify construction capabilities and operations	X	X	X	X	X	X	-	6.62	0.00	6.62
62	314	Identify fiscal procedures	X	X	X	X	X	X	-	6.62	0.00	6.62
62	315	Identify procedures for the control of weapons and ammunition	X	X	X	X	X	X	-	6.62	0.00	6.62
63	435	Model planning the most economical route in terms of time and money	-	-	-	X	X	X	X	3.35	3.06	6.41
64	007	Identify/respond to role of ethics and morality in decision-making	X	X	X	X	X	-	-	6.32	0.00	6.32
64	069	Identify/respond to typical attitudes toward various types of authority	X	X	X	X	X	-	-	6.32	0.00	6.32
64	291	Identify/respond to commissioned/warrant/noncommissioned/other military rank	X	X	X	X	X	X	X	6.32	0.00	6.32
65	201	Identify/respond to the typical diet	X	X	X	-	X	X	X	6.17	0.00	6.17
65	202	Identify how foods are typically prepared	X	X	X	-	X	X	X	6.17	0.00	6.17
65	203	Respond appropriately to distasteful foods	X	X	X	-	X	X	X	6.17	0.00	6.17
65	234	Identify importance and impacts of Cuba's location and size	X	X	X	-	X	X	X	6.17	0.00	6.17
65	235	Identify/respond to local climate patterns	X	X	X	-	X	X	X	6.17	0.00	6.17
65	236	Identify significant geographical features	X	X	X	-	X	X	X	6.17	0.00	6.17
65	237	Identify/respond to land-use patterns	X	X	X	-	X	X	X	6.17	0.00	6.17
65	332	Identify the government role in allocating human and material resources	X	X	X	-	X	X	X	6.17	0.00	6.17
66	373	Identify the rationing procedures and quantities for durable goods	-	-	-	X	X	X	X	3.35	2.81	6.16
67	101	Identify/respond to cultural concepts of change	X	X	X	X	X	-	-	5.94	0.00	5.94
67	293	Identify the mission, functions, and structures of strategic defense organizations	X	X	X	X	X	-	-	5.94	0.00	5.94
67	294	Identify the mission, functions, and structures of tactical and operational defense organizations/ units	X	X	X	X	X	-	-	5.94	0.00	5.94
67	295	Identify key military schools and curricula	X	X	X	X	X	-	-	5.94	0.00	5.94

Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
67	297	Identify defense research and development structure	X	X	X	X	X	-	-	5.94	0.00	5.94
67	298	Identify interfaces between the defense establishment and internal security organizations	X	X	X	X	X	-	-	5.94	0.00	5.94
67	299	Identify the doctrine and procedures for conducting joint conventional operations	X	X	X	X	X	-	-	5.94	0.00	5.94
67	300	Identify command and control doctrine	X	X	X	X	X	-	-	5.94	0.00	5.94
67	306	Identify procedures for individual training	X	X	X	X	X	-	-	5.94	0.00	5.94
67	307	Identify procedures for unit training	X	X	X	X	X	-	-	5.94	0.00	5.94
67	308	Identify the doctrine and procedures for special training	X	X	X	X	X	-	-	5.94	0.00	5.94
67	313	Identify research and development capabilities	X	X	X	X	X	-	-	5.94	0.00	5.94
67	316	Identify/respond to the social roles played by the armed forces and to the importance assigned	X	X	X	X	X	-	-	5.94	0.00	5.94
67	317	Identify/respond to nonmilitary activities performed by the armed forces and to the importance assigned	X	X	X	X	X	-	-	5.94	0.00	5.94
67	318	Identify/respond to the economic roles played by the armed forces and to the importance assigned	X	X	X	X	X	-	-	5.94	0.00	5.94
67	319	Identify/respond to political roles of the armed forces and the importance assigned to these roles	X	X	X	X	X	-	-	5.94	0.00	5.94
68	012	Identify/respond to indicators of status in the culture	X	-	-	-	X	-	X	3.02	2.89	5.91
69	241	Identify/respond to attitudes regarding domestic animals	X	X	X	-	X	X	-	5.79	0.00	5.79
69	242	Identify possible working animal roles in mission execution	X	X	X	-	X	X	-	5.79	0.00	5.79
69	339	Identify how agricultural products are distributed	X	X	X	-	X	X	-	5.79	0.00	5.79
69	343	Identify the industrial products manufactured domestically	X	X	X	-	X	X	-	5.79	0.00	5.79
69	344	Identify how the industrial sector is organized	X	X	X	-	X	X	-	5.79	0.00	5.79
69	345	Identify the methods used to produce industrial products	X	X	X	-	X	X	-	5.79	0.00	5.79
69	350	Identify what economic requirements are met from indigenous sources	X	X	X	-	X	X	-	5.79	0.00	5.79
69	351	Identify what economic requirements must be provided by imports	X	X	X	-	X	X	-	5.79	0.00	5.79
69	352	Identify the sources from which imports are normally made	X	X	X	-	X	X	-	5.79	0.00	5.79
69	353	Identify the current and projected balance of trade figures	X	X	X	-	X	X	-	5.79	0.00	5.79
70	068	Identify/respond to attitudes toward legal systems	-	-	-	X	X	X	X	3.35	2.32	5.67
71	162	Identify/model appropriate behavior to conclude a condolence call	X	-	-	-	X	-	X	3.02	2.56	5.58
72	267	Identify the levels of jurisdiction in the legal system	-	-	-	X	X	-	-	2.29	3.22	5.51
73	065	Identify/respond to typical attitudes toward cultural change	X	X	X	-	X	-	X	5.49	0.00	5.49
73	066	Identify/respond to typical attitudes toward social, economic, and political change	X	X	X	-	X	-	X	5.49	0.00	5.49
73	067	Identify/respond to typical attitudes toward technological change	X	X	X	-	X	-	X	5.49	0.00	5.49
73	075	Identify/respond to cultural concepts of individual identity	X	X	X	-	X	-	X	5.49	0.00	5.49
73	076	Identify/respond to conditions causing stress in members of the culture	X	X	X	-	X	-	X	5.49	0.00	5.49
73	105	Identify the basis upon which class distinctions rest	X	X	X	-	X	-	X	5.49	0.00	5.49
73	106	Identify class from clothing, mannerisms, and speech patterns	X	X	X	-	X	-	X	5.49	0.00	5.49
73	233	Identify/respond to significant differences between local and US distinctions regarding race and color	X	X	X	-	X	-	X	5.49	0.00	5.49
73	239	Identify significant flora	X	X	X	-	X	-	X	5.49	0.00	5.49

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Mission Weightings — Foreign Internal Defense												
Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
			1.18	1.57	0.90	0.83	1.46	0.88	0.38	7.00		
73	240	Identify significant fauna	X	X	X	-	X	-	X	5.49	0.00	5.49
73	243	Identify significant demographic features	X	X	X	-	X	-	X	5.49	0.00	5.49
73	259	Identify cultural, social, economic, and legal activities in which the political organization is involved	X	X	X	-	X	-	X	5.49	0.00	5.49
73	260	Identify the political organization's roles	X	X	X	-	X	-	X	5.49	0.00	5.49
74	079	Identify/respond to the relative importance of larger groups to the individual	X	X	X	-	X	-	-	5.11	0.00	5.11
74	261	Identify/respond to relations between civil and religious authorities	X	X	X	-	X	-	-	5.11	0.00	5.11
74	284	Identify the Russians impact on the Cuban armed forces	X	X	X	-	X	-	-	5.11	0.00	5.11
74	285	Identify other external influences that have molded the professional military ethic	X	X	X	-	X	-	-	5.11	0.00	5.11
74	286	Identify internal influences that have molded the professional military ethic	X	X	X	-	X	-	-	5.11	0.00	5.11
74	287	Identify non-military roles that have molded the professional ethic	X	X	X	-	X	-	-	5.11	0.00	5.11
74	333	Identify the types of resources (raw materials) available	X	X	X	-	X	-	-	5.11	0.00	5.11
74	336	Identify the crops grown and methods used to grow them	X	X	X	-	X	-	-	5.11	0.00	5.11
74	337	Identify how the agricultural sector is organized	X	X	X	-	X	-	-	5.11	0.00	5.11
74	338	Identify the percentage of population involved in agricultural production	X	X	X	-	X	-	-	5.11	0.00	5.11
74	451	Identify/respond to the universality of elementary education	X	X	X	-	X	-	-	5.11	0.00	5.11
74	452	Identify/respond to the types of secondary/vocational education	X	X	X	-	X	-	-	5.11	0.00	5.11
74	453	Identify the types of post-secondary/professional education	X	X	X	-	X	-	-	5.11	0.00	5.11
75	085	Identify actual and perceived threats to cultural integrity	X	-	-	-	X	-	X	3.02	1.90	4.92
76	025	Identify what can be humorous by situation and context	X	X	-	-	X	-	X	4.59	0.00	4.59
76	070	Identify/respond to normal cultural expectations from authority	X	X	-	-	X	-	X	4.59	0.00	4.59
76	171	Identify willingness and ability of members of the culture to use English	X	X	-	-	X	-	X	4.59	0.00	4.59
76	214	Identify/model participatory and observer roles in common sports activities	X	X	-	-	X	-	X	4.59	0.00	4.59
77	251	Identify the head of state and the head of government and differences in their functions	X	-	X	X	X	-	-	4.37	0.00	4.37
77	255	Identify significant contemporary and historical figures	X	-	X	X	X	-	-	4.37	0.00	4.37
77	273	Identify police ranks, authorities, and responsibilities	X	X	X	X	X	-	-	4.37	0.00	4.37
77	044	Identify/respond to relationships within both nuclear and extended families	X	X	-	-	X	-	-	4.21	0.00	4.21
77	089	Identify/respond to the value and importance ascribed to education	X	X	-	-	X	-	-	4.21	0.00	4.21
77	090	Identify/respond to major learning styles within the culture	X	X	-	-	X	-	-	4.21	0.00	4.21
77	091	Identify/respond to expected instructional styles	X	X	-	-	X	-	-	4.21	0.00	4.21
77	092	Identify/respond to/model culturally-appropriate means of conflict resolution	X	X	-	-	X	-	-	4.21	0.00	4.21
77	098	Identify key historical dates, events, and figures and respond to emotions aroused by them	X	X	-	-	X	-	-	4.21	0.00	4.21
78	220	Model appropriate use or avoidance of drugs	-	-	-	-	X	-	-	1.46	2.40	3.86
79	382	Identify/respond to the typical types of food and beverage preservation	-	-	-	-	X	X	X	2.52	1.25	3.77
80	262	Identify the conceptual basis for the laws and the legal system	-	-	-	-	X	-	-	2.29	1.41	3.70
81	223	Identify patterns of tobacco production and consumption	X	-	-	-	X	X	X	3.70	0.00	3.70

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			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00		
82	246	Identify ethnic or minority groups	X	-	-	-	X	-	-	2.64	1.00	3.64
83	108	Identify the basis for and limits of mobility between social classes	X	-	X	-	X	-	-	3.54	0.00	3.54
83	248	Identify long-lasting aspects of the political organization	X	-	X	-	X	-	-	3.54	0.00	3.54
83	249	Identify temporary aspects of the political organization	X	-	X	-	X	-	-	3.54	0.00	3.54
83	250	Identify the history of political structures	X	-	X	-	X	-	-	3.54	0.00	3.54
83	256	Identify/respond to the relative cohesion of the political organization	X	-	X	-	X	-	-	3.54	0.00	3.54
83	257	Identify/respond to lack of conflict between cultural and national allegiances	X	-	X	-	X	-	-	3.54	0.00	3.54
83	258	Identify/respond to the roles of the Cuban Communist Party	X	-	X	-	X	-	-	3.54	0.00	3.54
84	265	Identify typical patterns of crime	-	-	-	-	X	-	-	1.46	2.07	3.53
85	411	Model gaining access to a local practitioner for treatment	-	-	-	-	X	-	X	1.84	1.66	3.50
86	119	Identify/respond to time to arrive for a formal banquet	X	-	-	X	X	-	-	3.47	0.00	3.47
86	120	Identify/respond to how long a formal banquet is likely to last	X	-	-	X	X	-	-	3.47	0.00	3.47
86	121	Identify who is likely to be invited to a formal banquet	X	-	-	X	X	-	-	3.47	0.00	3.47
86	122	Model participating in a formal banquet	X	-	-	X	X	-	-	3.47	0.00	3.47
86	123	Identify importance of guests from seating arrangements	X	-	-	X	X	-	-	3.47	0.00	3.47
86	124	Model sitting in the correct place	X	-	-	X	X	-	-	3.47	0.00	3.47
86	125	Model making a toast at the appropriate time	X	-	-	X	X	-	-	3.47	0.00	3.47
86	126	Model responding to a toast	X	-	-	X	X	-	-	3.47	0.00	3.47
86	264	Identify categories of crime	X	-	-	X	X	-	-	3.47	0.00	3.47
87	219	Identify the legal and illegal drugs and sanctions for using illegal drugs	-	-	-	X	X	X	X	3.35	0.00	3.35
87	279	Identify the essential elements of a contract	-	-	-	X	X	X	X	3.35	0.00	3.35
87	280	Model writing a contract	-	-	-	X	X	X	X	3.35	0.00	3.35
87	281	Identify contract compliance/enforcement procedures/remedies	-	-	-	X	X	X	X	3.35	0.00	3.35
87	282	Identify contract default procedures/remediation	-	-	-	X	X	X	X	3.35	0.00	3.35
87	354	Identify legal controls placed on the import, exchange, and/or export of currency	-	-	-	X	X	X	X	3.35	0.00	3.35
87	375	Identify the rationing procedures and quantities for clothing	-	-	-	X	X	X	X	3.35	0.00	3.35
87	379	Identify the rationing procedures and quantities for food and beverages	-	-	-	X	X	X	X	3.35	0.00	3.35
87	404	Identify/respond to the availability of telephone service	-	-	-	X	X	X	X	3.35	0.00	3.35
87	422	Identify the classes of postal service and the prices associated with them	-	-	-	X	X	X	X	3.35	0.00	3.35
87	423	Identify a post office and a mail box	-	-	-	X	X	X	X	3.35	0.00	3.35
87	424	Identify/respond to the services available at a post office	-	-	-	X	X	X	X	3.35	0.00	3.35
87	425	Model buying stamps	-	-	-	X	X	X	X	3.35	0.00	3.35
87	426	Model renting a post office box	-	-	-	X	X	X	X	3.35	0.00	3.35
87	427	Model correctly addressing and posting domestic and international letters	-	-	-	X	X	X	X	3.35	0.00	3.35
87	431	Identify the sources and requirements for an international drivers license	-	-	-	X	X	X	X	3.35	0.00	3.35

Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctr	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
87	432	Model obtaining an international drivers' license	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00		
87	433	Identify/respond to/model how to rent, use, and return a car	-	-	-	X	X	X	X	3.35	0.00	3.35
87	434	Identify/respond to typical road conditions	-	-	-	X	X	X	X	3.35	0.00	3.35
87	448	Identify/respond to/model how to use international water, and air international public transportation	-	-	-	X	X	X	X	3.35	0.00	3.35
87	449	Identify/respond to/model the appropriate action regarding gratuities	-	-	-	X	X	X	X	3.35	0.00	3.35
88	042	Model appropriate behavior toward a prostitute	X	-	-	-	X	-	X	3.02	0.00	3.02
88	086	Identify/respond to attitudes regarding specific aspects of American culture	X	-	-	-	X	-	X	3.02	0.00	3.02
88	087	Identify actual and perceived threats to political integrity	X	-	-	-	X	-	X	3.02	0.00	3.02
88	100	Identify disconnects between insider and outsider consideration of the same history	X	-	-	-	X	-	X	3.02	0.00	3.02
88	103	Identify major cultural changes and their sources	X	-	-	-	X	-	X	3.02	0.00	3.02
88	137	Identify appropriate times to make social calls	X	-	-	-	X	-	X	3.02	0.00	3.02
88	138	Identify/model appropriate time to arrive for a social call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	139	Model appropriate acceptance of invitation to a social gathering	X	-	-	-	X	-	X	3.02	0.00	3.02
88	140	Identify/respond to/model appropriate greetings at a social gathering	X	-	-	-	X	-	X	3.02	0.00	3.02
88	141	Identify/model exchange of personal information/calling cards in a social setting	X	-	-	-	X	-	X	3.02	0.00	3.02
88	142	Identify/model appropriate seating/posture at a social gathering	X	-	-	-	X	-	X	3.02	0.00	3.02
88	143	Identify/model accepting/rejecting food/drink at a social gathering, as appropriate	X	-	-	-	X	-	X	3.02	0.00	3.02
88	144	Identify/respond to/model appropriate topics of conversation at a social gathering	X	-	-	-	X	-	X	3.02	0.00	3.02
88	145	Identify/model how long to stay at a social gathering	X	-	-	-	X	-	X	3.02	0.00	3.02
88	146	Identify/model appropriate behavior to conclude a social call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	147	Identify/model appropriate subsequent follow-up to a social call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	148	Model planning a social gathering for appropriate people	X	-	-	-	X	-	X	3.02	0.00	3.02
88	149	Model planning appropriate food/beverages for a social gathering	X	-	-	-	X	-	X	3.02	0.00	3.02
88	150	Model issuing invitations for a social gathering	X	-	-	-	X	-	X	3.02	0.00	3.02
88	154	Identify appropriate tribute --- flowers/card/memorial contribution --- as a condolence	X	-	-	-	X	-	X	3.02	0.00	3.02
88	155	Identify appropriate times to make condolence calls	X	-	-	-	X	-	X	3.02	0.00	3.02
88	156	Identify/respond to/model appropriate greetings in a condolence call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	157	Identify/model appropriate methods of expressing condolences	X	-	-	-	X	-	X	3.02	0.00	3.02
88	158	Identify/model appropriate seating/posture during a condolence call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	159	Identify/model accepting/rejecting food/drink during a condolence call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	160	Identify/respond to/model appropriate topics of conversation during a condolence call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	161	Identify/model how long to stay for a condolence call	X	-	-	-	X	-	X	3.02	0.00	3.02
88	192	Identify the functions, purposes, and importance of theater	X	-	-	-	X	-	X	3.02	0.00	3.02
88	193	Model conveying appreciation of theater	X	-	-	-	X	-	X	3.02	0.00	3.02
88	194	Identify the functions, purposes, and importance of film	X	-	-	-	X	-	X	3.02	0.00	3.02

1 2 3 4 5 6 7 8 9 10 11 12 13

Mission Weightings — Foreign Internal Defense

Rank	Item No	Behavior	Mission Weightings						Personnel	Logistics	Security	Cmd & Ctrl	Evaluate	Train	Advise/Assist	Mission Weights	Culture Weights	Overall Weight
			4	5	6	7	8	9	10	11	12	13						
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00								
88	195	Model conveying appreciation of film	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	196	Identify the functions, purposes, and importance of instrumental and vocal music	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	197	Model conveying appreciation of instrumental and vocal music	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	198	Identify the functions, purposes, and importance of dance	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	199	Model conveying appreciation of dance	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	200	Model appropriate ballroom dancing	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	212	Identify how much time is typically available for leisure	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	213	Identify/model participatory and observer roles in common leisure activities	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
88	215	Identify/respond to attitudes regarding winning and losing	X	-	-	-	X	-	X	3.02	0.00	3.02						3.02
89	252	Identify the structure of governmental legal functions	-	-	-	-	X	X	-	2.97	0.00	2.97						2.97
89	277	Identify interfaces between the security and military organizations	-	-	-	-	X	X	-	2.97	0.00	2.97						2.97
89	278	Identify the cultural importance of a formal contract	-	-	-	-	X	X	-	2.97	0.00	2.97						2.97
90	165	Identify attempts to regulate language use and reasons therefore	-	-	-	-	X	-	-	1.46	1.33	2.79						2.79
91	095	Identify/respond to cultural concept of history and its impact today	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	096	Identify/respond to the cultural purpose of history and its impact today	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	107	Identify/respond to types and sources of rank within the culture	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	178	Identify the functions, purpose, and importance of painting	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	179	Model conveying appreciation of painting	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	180	Identify the functions, purpose, and importance of sculpture	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	181	Model conveying appreciation of sculpture	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	182	Identify the functions, purpose, and importance of ceramics	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	183	Model conveying appreciation of ceramics	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	184	Identify the types, functions, purposes, and importance of textiles produced	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	185	Model conveying appreciation of textiles	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	190	Identify the functions, purposes, and importance of poetry and prose	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	191	Model conveying appreciation of poetry and prose	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	211	Identify how members of the society define the concept of discretionary time	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	218	Identify the role that gambling plays in the culture	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
91	247	Identify religious groups	X	-	-	-	X	-	-	2.64	0.00	2.64						2.64
92	355	Identify places to exchange currency legally	-	-	-	-	X	X	X	2.52	0.00	2.52						2.52
92	356	Identify currency conversion rules, rates, and commissions—including authorized variances	-	-	-	-	X	X	X	2.52	0.00	2.52						2.52
92	357	Identify/respond to the structure of currency; model using banknotes and coins	-	-	-	-	X	X	X	2.52	0.00	2.52						2.52
92	358	Identify/respond to where and for what credit cards can typically be used	-	-	-	-	X	X	X	2.52	0.00	2.52						2.52
92	359	Identify/respond to where and for what checks may be uttered	-	-	-	-	X	X	X	2.52	0.00	2.52						2.52
92	360	Identify/respond to identification requirements for the use of credit cards or checks	-	-	-	-	X	X	X	2.52	0.00	2.52						2.52

1	2	3	4	5	6	7	8	9	10	11	12	13
Rank	Item No	Behavior	Mission Weightings — Foreign Internal Defense									
			Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
			1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00		
92	361	Model using credit cards and checks as appropriate	-	-	-	-	X	X	X	2.52	0.00	2.52
92	362	Model having sufficient currency to cover routine requirements	-	-	-	-	X	X	X	2.52	0.00	2.52
92	363	Identify the role of the Banco Nacional de Cuba	-	-	-	-	X	X	X	2.52	0.00	2.52
92	364	Identify other banks and their role in the financial system	-	-	-	-	X	X	X	2.52	0.00	2.52
92	365	Identify a savings bank and the role of savings banks in the financial system	-	-	-	-	X	X	X	2.52	0.00	2.52
92	366	Identify private money changers and their role in the financial system	-	-	-	-	X	X	X	2.52	0.00	2.52
92	367	Identify circumstances in which external accounts should be used	-	-	-	-	X	X	X	2.52	0.00	2.52
92	368	Model opening, using, and closing a checking account	-	-	-	-	X	X	X	2.52	0.00	2.52
92	369	Identify the methods and parameters for the economical transfer of funds	-	-	-	-	X	X	X	2.52	0.00	2.52
92	370	Model transferring funds from and to a bank at home	-	-	-	-	X	X	X	2.52	0.00	2.52
92	371	Identify/respond to model knowing when to pay a debt	-	-	-	-	X	X	X	2.52	0.00	2.52
92	372	Model accepting and discharging personal financial obligations	-	-	-	-	X	X	X	2.52	0.00	2.52
92	374	Identify the sources for durable goods	-	-	-	-	X	X	X	2.52	0.00	2.52
92	376	Identify/respond to clothing sizes for men and women	-	-	-	-	X	X	X	2.52	0.00	2.52
92	377	Identify the sources for clothing	-	-	-	-	X	X	X	2.52	0.00	2.52
92	378	Identify/model assessing the quality of clothing based on the source	-	-	-	-	X	X	X	2.52	0.00	2.52
92	380	Identify how foods and beverages are priced/purchased	-	-	-	-	X	X	X	2.52	0.00	2.52
92	381	Model dealing with differences between local and US measurements	-	-	-	-	X	X	X	2.52	0.00	2.52
92	383	Identify the sources for food and beverages	-	-	-	-	X	X	X	2.52	0.00	2.52
92	384	Identify/model assessing the quality of foods and beverages based on the source	-	-	-	-	X	X	X	2.52	0.00	2.52
92	385	Identify/model assessing the quality of foods and beverages based on the price	-	-	-	-	X	X	X	2.52	0.00	2.52
92	386	Identify the typical frequency for grocery shopping	-	-	-	-	X	X	X	2.52	0.00	2.52
92	387	Identify the purchasing etiquette for foods and beverages	-	-	-	-	X	X	X	2.52	0.00	2.52
92	388	Model negotiating to purchase foods and beverages	-	-	-	-	X	X	X	2.52	0.00	2.52
92	389	Model cash retail transactions for food and beverages	-	-	-	-	X	X	X	2.52	0.00	2.52
92	390	Model negotiating to purchase services	-	-	-	-	X	X	X	2.52	0.00	2.52
92	391	Identify the patterns of housing	-	-	-	-	X	X	X	2.52	0.00	2.52
92	398	Identify/respond to the availability of and uses for gas	-	-	-	-	X	X	X	2.52	0.00	2.52
92	399	Identify/respond to the availability of and uses for sources of fuel other than gas or electricity	-	-	-	-	X	X	X	2.52	0.00	2.52
92	254	Identify the structure of governmental executive functions	-	-	-	X	X	-	-	2.29	0.00	2.29
92	268	Identify which courts have appellate jurisdiction	-	-	-	X	X	-	-	2.29	0.00	2.29
92	269	Identify the relationship between the legislature and the legal system	-	-	-	X	X	-	-	2.29	0.00	2.29
92	270	Identify the five chambers of the higher courts	-	-	-	X	X	-	-	2.29	0.00	2.29
92	271	Identify special jurisdictions	-	-	-	X	X	-	-	2.29	0.00	2.29
92	348	Identify taxes that exist	-	-	-	X	X	-	-	2.29	0.00	2.29

Item Rank		Behavior	Mission Weights							Culture Weights	Overall Weight
	No		Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel		
92	349	Identify/respond to attitudes toward paying taxes	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00	2.29
93	331	Identify the role of the government in production	-	-	-	X	X	-	-	2.29	2.14
93	340	Identify the market structure for agricultural products	-	-	-	-	X	X	-	2.14	2.14
93	346	Identify how industrial products are distributed	-	-	-	-	X	X	-	2.14	2.14
93	347	Identify the market structure for industrial products	-	-	-	-	X	X	-	2.14	2.14
94	006	Identify/respond to role of ethics and morality in possession-behavior	-	-	-	-	X	-	X	1.84	1.84
94	151	Model appropriate acceptance of invitation for an overnight stay	-	-	-	-	X	-	X	1.84	1.84
94	152	Identify appropriate expectations of guests during an overnight stay	-	-	-	-	X	-	X	1.84	1.84
94	153	Identify/model appropriate actions after an overnight stay	-	-	-	-	X	-	X	1.84	1.84
94	330	Identify what social and community services are provided by the public sector	-	-	-	-	X	-	X	1.84	1.84
94	410	Identify the availability of local practitioners	-	-	-	-	X	-	X	1.84	1.84
94	412	Identify the types and capabilities of health care facilities available	-	-	-	-	X	-	X	1.84	1.84
94	413	Model gaining access for elective/essential treatment	-	-	-	-	X	-	X	1.84	1.84
94	414	Identify/respond to/model the acquisition and use of prescription and nonprescription medication	-	-	-	-	X	-	X	1.84	1.84
94	428	Identify the sources for, and availability of newspapers	-	-	-	-	X	-	X	1.84	1.84
94	429	Identify the sources for and availability of magazines	-	-	-	-	X	-	X	1.84	1.84
95	001	Identify cultural foundations for ethics and morality	-	-	-	-	X	-	X	1.46	1.46
95	097	Identify methods of historical interpretation and their impact on historical analysis within the culture	-	-	-	-	X	-	-	1.46	1.46
95	102	Identify/respond to actual and perceived rates of change	-	-	-	-	X	-	-	1.46	1.46
95	164	Identify the importance of language in defining the culture	-	-	-	-	X	-	-	1.46	1.46
95	187	Identify the purpose of buildings by form/materials/decoration	-	-	-	-	X	-	-	1.46	1.46
95	188	Identify/respond to the importance of architecture	-	-	-	-	X	-	-	1.46	1.46
95	189	Model conveying appreciation of architecture	-	-	-	-	X	-	-	1.46	1.46
95	216	Identify types of gambling and the legality of various types of gambling	-	-	-	-	X	-	-	1.46	1.46
95	217	Model appropriate action or avoidance of gambling	-	-	-	-	X	-	-	1.46	1.46
95	244	Identify typical occupations	-	-	-	-	X	-	-	1.46	1.46
95	245	Identify typical education levels	-	-	-	-	X	-	-	1.46	1.46
95	253	Identify the structure of governmental legislative functions	-	-	-	-	X	-	-	1.46	1.46
95	272	Identify/respond to the Family Code	-	-	-	-	X	-	-	1.46	1.46
95	292	Identify significant aspects of the military pay and compensation structure	-	-	-	-	X	-	-	1.46	1.46
95	324	Identify/respond to how wealth is defined	-	-	-	-	X	-	-	1.46	1.46
95	325	Identify the relative financial status of an individual by outward display	-	-	-	-	X	-	-	1.46	1.46
95	334	Identify capabilities and procedures for the production of raw materials	-	-	-	-	X	-	-	1.46	1.46
95	335	Identify capabilities and procedures for the distribution of raw materials	-	-	-	-	X	-	-	1.46	1.46
95	342	Identify the sources and availability of financing for industrial operations	-	-	-	-	X	-	-	1.46	1.46

1	2	3	4	5	6	7	8	9	10	11	12	13
			Mission Weightings — Foreign Internal Defense									
Rank	Item No	Behavior	Advise/Assist	Train	Evaluate	Cmd & Ctrl	Security	Logistics	Personnel	Mission Weights	Culture Weights	Overall Weight
95	416	Identify the costs of health care and who pays what parts of the costs	1.18	1.57	0.90	0.83	1.46	0.68	0.38	7.00	0.00	1.46
95	430	Identify/respond to legal restraints on self-published materials	-	-	-	-	X	-	-	1.46	0.00	1.46
95	450	Identify/respond to the political controls on the education system	-	-	-	-	X	-	-	1.46	0.00	1.46